REPORT RESUMES

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TITLE I E.S.E.A. 1966-67 PROJECTS OF THE CAMDEN CITY BOARD OF EDUCATION. EVALUATION REPORT.

CAMDEN CITY SCHOOLS, N.J.

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IN CAMDEN'S TITLE I PROJECTS REDUCTION OF CLASS SIZE WAS ATTEMPTED THROUGH THE LEASING OF 19 RELOCATABLE CLASSROOMS. CORRECTIVE READING INSTRUCTION WAS GIVEN TO 2,164 STUDENTS IN GRADES 2 THROUGH 11 WHO WERE NOT READING AT THEIR ABILITY LEVEL BUT WHOSE TEST RECORDS IDENTIFIED THEM AS BEING ABLE TO IMPROVE. EXTENDED SPECIAL AND MEDICAL SERVICES WERE GIVEN TO STUDENTS ATTENDING PUBLIC AND PAROCHIAL SCHOOLS. PHYSICAL EDUCATION SPECIALISTS INSTRUCTED FOURTH- THROUGH SIXTH-GRADE CLASSES FOR TWO HALF-HOUR PERIODS A WEEK IN 26 SCHOOLS. AUDIOVISUAL PROGRAMS WERE DEVELOPED AND IMPLEMENTED IN PUBLIC AND PAROCHIAL ELEMENTARY AND SECONDARY SCHOOLS. AN EXPANDED FINE ARTS INSTRUCTIONAL PROGRAM FOR GRADES K-6 INVOLVED 12,427 STUDENTS IN SPECIAL WORK IN ART AND MUSIC, INCLUDING A SUMMER MUSIC PROGRAM. INSTRUCTIONAL AIDES WERE ASSIGNED TO GRADES K-6. DATA PROCESSING TRAINING WAS OFFERED TO ELIGIBLE SENIOR HIGH SCHOOL STUDENTS. A PROGRAM OF OUTDOOR EDUCATION WAS SET UP FOR 600 STUDENTS IN GRADES 2-6 DURING THE SUMMER. (AF)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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AN EVALUATION REPORT
OF
TITLE I E.S.E.A. 1966-67 PROJECTS OF THE
CAMDEN CITY BOARD OF EDUCATION

UD 004 602

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Forward

America today is experiencing rising affluence, however, concomitantly much of our inner city is crumbling into decay. The educational system must understand and correct the major problems facing the disadvantaged child in the slums of our cities. It is essential to democracy to combat the anti-intellectualism, prejudice, intolerance, and arrogance that are found to be characteristics of any educationally deprived group and are, in fact, dominant traits of the disadvantaged in America.

Educators working with medical, social, economic and other professional organizations in the city of Camden and elsewhere have, in the course of their activities in Title I programs, made an honest and serious effort to do meaningful things in order for the disadvantaged student to comprehend the values of American institutions and values. With this comprehension, it is hoped that these students will see that education is vitally necessary, and that both the educator and student are on the same team for the purpose of helping the pupil develop to the very limit of his abilities and become the best of which he is capable of becoming.

Anthony R. Catrambone

Superintendent of Schools

Title of Project (2) Reduction of Class Size - Relocatable Classrooms

Project Dates: September 7, 1966 to June 16, 1967

Number of Pupils Participating in the Project: 583

Project Description

Nineteen relocatable classrooms were leased for a three year period as approved under a Title 1 Project for fiscal 1966. Nineteen teachers have been employed as a necessity in the reduction of class size. All buildings have been constructed and were fully utilized in the 1966-67 school year. All children involved participated up to 7 hours daily.

Evaluation Technique

A report indicating average class size in the areas affected was compiled. Included is a comparison of this figure with the anticipated average class size prior to installation of the 19 relocatable classrooms.

1. Northeast School located in the heavily impacted Northern part of the City of Camden at 7th and Vine Streets and Sewell School located across the street as of:

    a. June 1966 housed 694 pupils with an average of 33 pupils per class.
    b. September 1966 without the availability of the relocatable units these schools would have had an enrollment of 909 pupils and an average of 43 pupils per class.
    c. Northeast and Sewell Schools, by sending 208 pupils to the relocatable classrooms at Powell School (10th and Linden Streets in North Camden) and Pyne Poynt Jr. High School (7th and Erie Streets in North Camden), maintained an average of 33.3 pupils per class with a total enrollment of 701 pupils in September 1966.

2. Read School, also situated in the heavily impacted area of North Camden and located at 5th and York Streets as of:

    a. June 1966 housed 246 pupils with an average of 30.7 pupils per class.*

b. September 1966 without the availability of the relocatable units, Read School would have had an enrollment of 238 pupils and an average of 34 pupils per class**
c. By sending 37 pupils to the relocatable classrooms at Pyne Poynt Jr. High School, Read School had a class average of 28.7 and had a total enrollment of 201 pupils in September 1966.**

*With availability of 8 classrooms
**With availability of 7 classrooms

3. Powell School also located in North Camden at 10th and Linden Streets as of:

   a. June 1966 had 219 pupils and a class average of 27.4.
   b. September 1966 without the relocatable units Powell School would have had a class average of 37.5 and an enrollment of 300 pupils.*
   c. By sending 240 pupils to the relocatable units located on its own school site Powell School had a class average of 33.5 in September 1966 and an enrollment of 268 pupils. Powell School's population growth during the period September 1965 to September 1966 of 100 pupils for an 8 classroom school would have resulted in an average increase of 12 pupils per class without the relocatables.

   * = estimated

4. Lincoln School situated in the heavily populated section of Central Camden and located at Rose Street and Kaighn Avenue as of:

   a. June 1966 had an enrollment of 365 pupils and a class average of 30.
   b. September 1966 without the availability of the relocatable classrooms Lincoln School would have had a class average of 38.
   c. By sending 98 pupils to the relocatable classrooms located at Hatch Jr. High School (Park Blvd. and Euclid Avenue) Lincoln School maintained a class of 30.0 in September 1966.

The specific objectives established for this program in September 1965 are being carried out as follows:

1. A half day, 4 hour session, which would have been necessary for those 583 pupils attending the relocatable classrooms has been avoided and these same pupils attend school up to 7 hours daily.

2. Class size of these schools involved and located in the heavily populated areas of North and Central Camden has been kept close to an average of 31 pupils. Without the availability of these relocatable classrooms, average class size in the schools involved would be 38.

Title of Project (3) Corrective Reading Instruction for Selected Students in Grades 2 to 11

Project Dates: September 13, 1966 to August 18, 1967

Number of Pupils Participating in the Project: 2,164

Project Description

Pupil selection was based upon the following criterion: Pupils who are not reading at their ability level but according to their test records are identified as possessing the ability to read at a level equilvalent to or above their present reading level.

Tests used to determine pupil selection included:

1. Metropolitan Achievement Test
2. California Reading Test
3. Informal Reading Inventory
4. Botel Reading Inventory (Phonics Mastery-Ele.Level)
5. Scott-Foresman Test of Basic Skills

At the elementary level five groups of ten pupils each met in each school involved with the project for 45 minutes a day, 4 days a week. These groups met for cycles of approximately 40 days each. At the completion of each cycle, student progress was evaluated through the use of tests appropriate to the reading curriculum which was used. New groups were formed after the completion of each cycle.

At the secondary level, approximately 70 pupils at each of our 4 junior high schools and our 2 high schools received instruction in groups of varying sizes formed according to the particular instructional needs of the pupil. Pupils received instruction at the junior high school level for approximately 50 minutes per period, for a minimum of 2 periods of instruction per week, and for a possible maximum of 4 periods of instruction per week depending upon individual need. At the high school level, the pupil received either 1 or 2 periods of instruction of approximately 42 minutes in length depending upon individual need.

Twenty-two schools received the services of a corrective reading teacher. Of these 22 schools, 16 were elementary schools, 4 junior high schools, and 2 high schools.

The instructional staff consisted of 18 Corrective Reading Teachers and a Supervisor of Corrective Reading.

The elementary pupils' growth was measured in terms of his scores on an Informal Reading Inventory administered during the reading cycles on a pre and post test basis. The student's score is a reading level improvement score which is a compilation of the areas of measurement from the Informal Reading Inventory. Areas of measurement include the student's Independent Reading Level, Frustration Level, and Instructional Level.

Informal Reading Inventory
Sheldon Series - College Campus Outline

Grade Level	*No. of Pupils	Same Level	Improvement in Reading Level by**Months					
			5 Mos.	10 Mos.	15 Mos.	20 Mos.	25 Mos.	30 Mos.
2	351	73	87	145	12	26	0	8
3	342	65	106	142	5	19	0	5
4	188	72	15	85	4	8	3	1
5	122	33	11	58	6	7	0	7
6	78	16	2	38	0	15	1	6

*Not all pupils were given the I.R.I.

**One school year equivalent to 10 months.

Grade Levels	Median Growth
2	10 Mos.
3	10 Mos.
4	8 Mos.
5	8.5 Mos.
6	10 Mos.

Secondary pupils' growth was measured by the California Reading Test, Form WXY 2, during June, 1967 and their grade level scores for June, 1967 (post-test) were compared to these same scores for June, 1966 (pre-test).

Junior High School

*Grade Level Scores

Grade	**CRT 1966	CRT 1967	Growth
7	4.8	6.4	1.6
8	6.3	7.4	1.1
9	10.1	10.5	.4

Senior High School

*Grade Level Scores

Grade	CRT 1966	CRT 1967	Growth
9	7.3	8.1	.8
10	8.2	9.1	.9
11	8.9	9.6	.7

Comparison

Pre-Test	Post-Test	
CRT 1966	CRT 1967	Growth
7.6	8.5	+.9

*Median Scores
**California Reading Test

A locally constructed attitude scale was administered to *elementary pupils to assess their attitude toward the type of instruction they received in the Corrective Reading Program.

The questions asked are listed in numerical order as follows:

		Yes	No	Cannot Decide
1.	Did you like reading last year before you had special reading classes?	500	103	8
2.	Do you like reading more now that you have special reading classes?	569	36	6
3.	Do you feel you read better now?	535	64	19
4.	Do you enjoy coming to your reading classes?	589	32	7
5.	Have the reading classes helped you to discover new words?	569	14	28
6.	Has it helped you to read better in your reading book since you started reading class?	544	37	30
7.	Did you belong to the library last year?	371	234	12
8.	Do you belong to the library now?	431	233	2
9.	Have you visited the library many times since you have been placed in your reading classes?	513	97	13
10.	Do you read more stories now than you did before your reading classes?	501	70	38
11.	Do you like to write stories with your teacher?	509	88	4
12.	Do you like most of the experiences you have in your reading classes?	584	20	7
13.	Would you like to continue coming to your reading classes next year?	567	35	10

*Random sample of 45% of the elementary pupils who participated.

The Corrective Reading Program's Curriculum content and instructional objectives aimed to determine the pupil's needs, strengths, or weaknesses in the following basic areas:

1. auditory comprehension and discrimination
2. reading level
3. comprehension skills
4. phonetic discrimination
5. interpretation of word blends (vowel sounds)
6. instructional level
7. emotional maturity
8. frustration level
9. word recognition
10. oral reading
11. silent reading
12. vocabulary
13. visual discrimination
14. reading rate
15. motor ability

Instructional activities and materials included:

a. Recordings
b. TV Programs
   Example: 1. Listen and Say (Thursdays at 1:30)
   2. Sounds from Space (Wednesdays at 10:35)
c. Drawing Inferences
d. Getting Main Ideas
e. To aid in correction, programmed materials such as Webster kit materials were used. Some of these materials were made into transparencies and used as a group approach to correction.
   An I TV program - Developmental Reading (Thursdays at 10:05) was used on occasion.
f. Programmed Skill Work
g. Choral Reading Activities
h. Playlets, Games, and Flash Cards
i. Story Completion - Where a story was partly read and pupils told how they thought it should end.
j. Phonics Skilltexts
k. Phonics for Use
l. Tachistoscopes and Audiometers
m. Telebinoculars
n. Phonographs and filmstrips, etc.
o. Transparencies used with overhead projector

p. Library Books - Reports on books were made by means of charts, original comic strips, dioramas and, if a child so desired, the report could be given orally.

q. Field Trip - In cooperation with the regular classroom teacher, most of the pupils in the program were taken on bus trips to areas of educational value and enjoyment.

r. All pupils involved in the Corrective Reading Program were given eye and ear tests by the school nurse.

s. A close check was kept on those pupils who participated in the Corrective Reading Program by:

   1. Conferring with regular classroom teachers
   2. Reviewing pupil cumulative records
   3. Interpreting basic reading test scores

Evaluatory comments made by the Corrective Reading Staff and Classroom Teachers concerning program procedure

1. There has been a noticeable improvement in the program in many areas such as teacher attitude, direction of the program, results from the program, etc. Classroom teacher cooperation with and acceptance of the program showed a marked improvement. While in the main classroom, teachers were receptive and tolerant of the program last year, this year there was definite acceptance of and in most cases a justified dependence on the reading teacher and the program in order to properly group students, and understand student's ability to learn in all subject areas.
2. Teachers were asked to check a questionnaire giving their opinions about various areas of the program. The overall reaction was that the addition of the Corrective Reading program and a reading teacher to the school program was a necessary educational need in order to improve student overall performance.
3. The corrective reading teacher has played a major role in helping classroom teachers in developmental reading program. She spends a part of her time conferring with teachers, demonstrating direct reading activities; interpreting test results, detecting specific strengths and weaknesses, and recommending procedures for correcting or supplementing the regular classrooom instruction.

4. The corrective reading teacher should concentrate her instruction to first, second and third grade children. The reason for this, is that most reading skills are taught in the primary grades. Problems begin to develop at this level and shouod be corrected as soon as possible so we can prevent many of the problems now appearing in the middle grades.
5. Time did not permit all the things I would like to have done to help the pupils and teachers. In my building there were 8 new teachers, some without necessary educational background. This increased the need for demonstrations, suggestions and recommendations, and interpretation of tests. In some cases there was a need for additional instruction in developmental reading instruction. Much time was consumed in the testing for Corrective Reading and Developmental Reading.
6. I would like to exchange ideas and instructional methods with other Corrective Reading Teachers. A meeting of all the Corrective Reading Teachers should be held twice a month, in order to help one another and to be able to better communicate with one another.
7. The immeasurable favorable changes in teacher attitudes and pupil attitudes the past year were leading factors in the success of the program in my school. Together we worked to instill confidence in children who lacked confidence. Teachers, pupils, and myself, were very aware of an important goal to promote the desire among pupils to overcome their reading problems.
8. There is no doubt in my mind that our corrective reading program is successful and fulfilling a definite need in our schools. The evidence is obvious in the improvement in reading made by the children in our program. We have learned much since our beginning last year and, therefore, this program has improved immensely. However, we have a long way to go before we can determine which are the most effective means to accomplish our purposes.
9. In the beginning some staff members did not seem to understand the true function of the Corrective Reading Teacher. This resulted in my allowing a few children to be included in the program, who actually needed remedial instruction. Though some of these children did show much growth, the progress was slight in some cases, as would be expected.

10. Close cooperation in my school with classroom teachers in the developmental reading program has brought about more conscientious and more effective reading instruction in the classroom. This is a most important outcome of this program. Many of the reading problems our children have are caused by poor teaching or insufficient teaching. I feel that to a large extent we are correcting this in our respective schools.
11. The program worked effectively in my schools. Although I feel somewhat depressed when I think that about nearly one-third of my pupils did not advance an instructional level, I am delighted with the progress of the other two-thirds.
12. The method of reporting reading progress in our schools especially disturbs me. It may be felt that this is not our concern. However, if we are going to correct the problem, we must look at it as a whole. We negate our efforts to place a pupil where he can satisfactorily achieve, if we fail to correctly report his progress. Therefore, I would suggest that the reading teachers study the problem and make a recommendation.
13. The attitude of the teachers who were in contact with the program last year was immensely improved. Only the new teachers, to some extent, were skeptical. I think they should be well indoctrinated at the in service program concerning our definite aims.

Evaluatory Comments Made Regarding Instruction

1. A principle area of pupil weakness in grades 2 and 3 is auditory perception and discrimination of vowel sounds. In grades 3, 4, and 5, areas of weakness include the pupil's ability to draw inferences and obtain "main" ideas.
2. The Webster Reading Kit was very useful in promoting - comprehension skills. The quick, easy method of marking allows more time for helping pupils understand how and why they made their errors.
3. I noted improvement in various skills, especially phonics when I retained one reading group for two continuous cycles.
4. I would like to suggest that consideration be given to incorporating the following instructional materials into the program for the next school year.

    a. New Phonetic Word Drill Cards
    b. Working with Sounds
    c. From Letters to Words
    d. Word Blends, etc.

5. Because most youngsters have short attention spans, I suggest four 35 minute class periods a day, Monday through Thursday. The remaining time, and it is badly needed, could be used for efficient planning, personal contacts with all teachers, pupils, principals, distribution of materials and equipment, testing evaluation, placement of new entrants, etc.
6. Since I feel strongly about parental awareness of the continuation of the reading program at home, I feel this area should be explored. Parental apathy about conferences at the school is well-known. Perhaps as the school nurse must visit the home for follow-up of physical defects, time should be allowed for the reading teacher to visit the home for follow-up recommendations of reading defects or reading attitudes.
7. Suggest all testing and scoring be done by the classroom teacher. This would familiarize the teacher with grade level requirements, testing procedure, and primarily, the results of individual progress of each pupil for diagnostic purposes. One gets a true sense of the pupil's weaknesses or strengths by direct scoring of the test.
8. Although my classes basically followed routine planning procedure, I was flexible as the need arose. Working with "slow readers" I knew a controlled informal attitude is often important. For instance, as an adult often relaxes, thinks, and discusses better with a cigarette, my youngsters often relaxed, thought, and discussed with a lollipop. Results were excellent!
9. The instructional motivation I used was the child's recognition of his own success. I began with easy materials selected from the analysis of the child's difficulties, and thus the child had the opportunity to succeed and obtain rewards from the beginning of the program. Enthusiasm and interest in the Corrective Reading lessons usually followed.
10. The Corrective Reading Program was therapeutic emotionally in replacing failure with success and in stimulating a striving for a goal which could often be achieved.
11. Pupils with similar problems and ability levels were scheduled at the same time (whenever possible). This, increased the possibilities for total group instruction and increased the likelihood that individuals would identify themselves with the group.

12. Each class session ended with some activity which would enrich the sequence of instruction (such as playing games, listening activities, puzzles, riddles, etc.)
13. Lesson plans were kept daily, along with pupil attendance. Notations were made regarding such things as special problems or unusual behavior. Each child had a folder containing test booklets, papers denoting progress, and any other information that might prove valuable. A profile was kept on each child. It consisted of I.Q., age, grade placement, areas of weaknesses, scores on basic reading tests, physical and emotional problems, language barriers, and teacher comments.
14. My evaluation of the corrective reading program at my schools was that it was successful and worthwhile. Since this year was the introduction of the program at both schools and my first year as a reading teacher, the challenge was a great one which I tried to meet, and I found the results very gratifying. The program engendered enthusiasm and interest; the pupils were stimulated to explore a wide variety of materials and to improve in the basic reading deficits. Many visual aids were utilized to enlarge the pupils' experiences.
15. The significance of the Corrective Reading Program cannot be overestimated because all too often the pupil reading below grade level remains retarded in all other subjects due to his inability to read. Working in a small group, the pupil was able to proceed at his own rate and there was less chance for the development of shame and anxiety. Many opportunities were given for the development of self-expression, self-realization and growth. The constant change from the regular format of the classroom motivated the pupils to discover other ways to accomplish already taught skills.
16. The Corrective Reading Program should schedule each teacher for fewer than five classes now scheduled a day. This will enable the reading teacher to give more help to the classroom teacher who has specific reading problems.
17. We'll need some new materials to work with next year. "The Readers' Digest Skill Builders" will not serve our needs for children who must be taught basic skills. I was not at all pleased with the suggested use of them this past year.

18. More materials should be made available to the Corrective Reading Teacher.

    a. Weekly periodicals for slow readers. (Weekly Reader publishes one called Know Your World).
    b. More film strips which are interesting and stimulating.
    c. Wider variety of workbooks.
    d. More reading books, preferably paperbacks, which the pupils can read outside of the classroom. Example: I had only a few of these books available to my pupils, and they were constantly "borrowed" not only by my students but others in their classrooms. One child even said that her mother, father, and a brother read her book. More reading games to stimulate the learning of reading skills.

19. Many pupils in my group advanced in reading as much as (2) two and (3) three grade levels as a result of having been given added instruction in word recognition skills, comprehension skills and other reading and language skills. Several pupils made this advancement in just one ten week cycle and were able to move up to a higher reading group in the regular classroom, passing the reading test upon completion of their reading text.
20. Basal reading tests showed these children scoring highest in their particular groups. In many instances children advanced quickly enough to reach the next level of their basic instruction.
21. I was able to set up a library in my classroom.
22. Second graders who were in two cycles showed an amazing growth.
23. Although a number of children remained the same in both cycles, it is not to be concluded they did not advance. At the end of each cycle they missed fewer words and answered more questions correctly, also, there was notable improvement in phonetic skills.
24. Most of the corrective reading children scored highest in the Basic Reading Tests while some children with comparable I.Q.'s dropped below. They also showed remarkable progress in the California Achievement Test. Not only did I reinforce basic skills but I tried to instill in the child a desire to achieve and confidence he could achieve.

25. If we are expected to do individualized teaching, ten children to a class is an absolute maximum. I was never able to give individual attention to ten children in any one period. I feel minimums should be set up. Then the reading teacher, with the principal, should be able to set up a program that fits the needs of that school.

A Corrective Reading Program was conducted from July 10 to August 18, 1967.

The criterion to determine selection was the same as that used for those pupils selected during the period of September, 1966 to June, 1967.

Pupils received instruction at the following schools:

School	Attendance
Cooper's Poynt	54
Lanning Square	48
Sumner	32
Hatch Jr. High	34
Total Attendance	168

It was intended that each teacher work with 15 pupils for each class period of 50 minutes or 45 pupils per day. With 8 teachers in the program, total enrollment should have been 360. Actual attendance was thus 47% of total enrollment, although it was not anticipated that enrollment would be any higher than 240 pupils. A study will be undertaken to ascertain why pupil attendance did not meet anticipated enrollment. Student interest, communication with the home, and the factors of summer time will be reviewed.

The daily schedule began at 9:00 A.M. and terminated at 12:00 noon. This period was divided into three teaching blocks, each 50 minutes in length, giving each teacher 10 minutes for problem solving or preparation. Each block of time was subdivided to meet individual or group instructional needs, each lesson having been logged in the teacher's daily plans.

A series of tests were given during the first two days of the enrichment program. These tests were designed primarily to identify weaknesses in a child's reading skill development and phonic analysis, giving the teacher a starting point for grouping the children.

The teacher in charge's observations made during his class visitations are per example listed as follows:

1. Good use of bulletin board space in following through with the suggestions given at the initial meeting.
2. Extensive use of materials.
3. The existence of grouping, rather than teaching the class as a whole.
4. Extensive pupil participation.
5. Good use of visual aids.

Reading Materials Included:

1. Phonics A,B,C,D
2. Doctor Spello
3. Conquests in Reading
4. Webster Reading Clinic
5. SRA Reading Kits
6. Informal Placement and Analysis Tests
7. A variety of word analysis work sheets for vocabulary enrichment
8. A Dolch Word List
9. Use of Newspapers and Magazines
10. Audio-Visual Aids

Title of Project (4) Extended Special and Medical Services for Students Attending Eligible Schools (Public and Parochial)

Project Dates: September 7, 1966 to August 25, 1967

Non-Title I attendance area public schools are being serviced by personnel only where need is in evidence. Service for non-Title I attendance areas is in keeping with the 15% guideline established by Title I (P.L. 89-10)

Professional Personnel

1 - Supervisor of Special Services
1 - Supervisor of Guidance
2 - Guidance Counselors
4 - Social Workers (one employed beginning February, 1967)
12 - Nurses
5 - Medical Inspectors
5 - Vision Examiners
1 - Dentist
1 - (Full Time) Psychological Examiner (Resigned 12/31/66)
1 - (Part Time) Psychological Examiner
5 - Speech Therapists

Evaluation Technique

1. Supervisor of Special Education

    a. Observation visits were made by the supervisor into each classroom. Records of each visit and a rating of and comments on the teacher's performance were maintained.
    b. A record was kept regarding:
        (1) the number of (Special Service) in-service meetings held
        (2) the type of in-service meeting and the dates
        (3) courses of study which were reviewed, evaluated, written and re-written
        (4) an explanation of the activities of the in-service meetings

1. a

Number of Classroom Observations -- 210

Number of Administrative Visits -- 144

TEACHERS (Tenure)	Personal Qualifications	Emotional Balance	Professional and Social Qualifications	School Management	Techniques of Teaching	Results Achieved	Total	Key: 1 is the lowest 5 is the highest 1 & 2 are unsatisfactory. A total of 18 or above is satisfactory, 17 or below is unsatisfactory. COMMENTS
1	3	3	3	3	3	3	18	Shows more activity in classroom
2	4	4	4	4	4	4	24	Has an abundance of ideas
3	4	4	4	4	4	4	24	
4	3	4	4	4	4	4	23	She stimulates the children very well
5	2	2	2	2	1	1	10	Getting very forgetful
6	4	4	4	5	4	4	25	Doing a very good job
7	3	3	3	2	3	3	17	Children over active and noisy
8	3	3	3	3	3	3	18	
9	3	3	3	3	3	3	18	
10	3	3	3	3	3	3	18	
11	3	3	3	3	3	3	18	
12	3	4	4	4	4	4	23	
13	3	3	3	3	3	3	18	
14	4	4	4	4	4	4	24	Has a very good understanding of the pupils
15	4	4	4	4	4	4	24	
16	5	5	5	5	5	5	30	This teacher does an outstanding job
17	4	4	4	4	4	4	24	

1. a (Continued)

TEACHERS (Tenure)	Personal Qualifications	Emotional Balance	Professional and Social Qualifications	School Management	Techniques of Teaching	Results Achieved	Total	Key: 1 is the lowest 5 is the highest 1 & 2 are unsatisfactory. A total of 18 or above is satisfactory, 17 or below is unsatisfactory. COMMENTS
18	4	3	5	5	4	4	25	Does a good job of teaching
19	4	4	4	4	4	4	24	
20	4	4	4	4	4	4	24	
21	3	3	3	3	3	3	18	
22	3	3	3	2	2	2	15	
23	3	3	3	3	3	3	18	
24	4	4	3	4	4	4	23	
Non-Tenure 25	3	3	3	4	4	4	21	Doing an excellent job
26	4	3	3	3	3	3	19	
27	3	4	3	3	4	3	20	
28	4	3	3	3	3	3	19	
29	3	3	3	3	3	3	18	Has a good understanding of the student
30	3	3	3	3	3	3	18	
31	4	4	4	4	4	4	24	
32	3	3	3	3	3	3	18	
33	3	4	3	4	3	3	20	Handles class very well
34	3	3	3	4	4	4	21	

1. a (Continued)

TEACHERS (Tenure)	Personal Qualifications	Emotional Balance	Professional and Social Qualifications	School Management	Techniques of Teaching	Results Achieved	Total	Key: 1 is the lowest 5 is the highest 1 & 2 are unsatisfactory. A total of 18 or above is satisfactory, 17 or below is unsatisfactory. COMMENTS
35	3	3	3	4	4	4	21	
36	3	3	3	3	3	3	18	Has shown steady progress
37	4	3	4	4	4	4	23	Does a very excellent job
38	3	3	3	3	3	3	18	
39	3	3	3	3	3	3	18	
40	3	4	3	4	3	3	20	This shows the benefit of her training
41	3	3	3	3	3	3	18	
42	4	4	4	3	3	3	21	
43	4	4	4	4	4	4	24	This man does an outstanding job
44	3	3	3	3	3	3	18	
45	4	4	3	3	3	3	20	
46	3	3	3	2	3	3	17	
47	3	4	3	4	4	4	22	
48	3	2	3	2	2	2	14	Has difficulty controlling his class
49	3	3	3	3	3	3	18	
50	3	2	3	2	2	2	14	

I. b

Number of in-service meetings held and the dates on which they were held	Courses of Study				Explanation concerning the activities of the in-service meetings
	Reviewed	Evaluated	Written	Re-Written	
October 5, 19, - 1966					Teachers were oriented in the use of the I.R.I.
January 18, 23; February 1, 15; March 1, 15; April 12, 26; May 17, 24 - 1967			X		The course of study for the Primary Educable was written.

2. Supervisor of Guidance and Guidance Counselors

   a. Special Instruction
      (1) to provide special instruction for pupils prevented from regular school attendance.
      Example: Home Instruction
      (2) to provide supplemental instruction for pupils not able to keep up with their course requirements during the school day.

   b. In-Service Training
      (1) to conduct on-going in-service training for teachers and counselors.
      (2) to participate in curriculum development.

   c. To serve as a resource person in promoting better community relationships
      (1) conferring with parents
      (2) working with community agencies

   d. To Administer the Testing Program
      (1) selection and purchase of tests
      (2) reporting test results in a meaningful way.

   e. Educational Research
      (1) to engage in conducting educational research with guidance counselors

2. a Special Instruction

(1) Home Instruction	Number of Cases		Evaluation of Instruction 5 is Highest Rating				
	Boys	Girls	5	4	3	2	1
Poor Vision		1			X		
Chronically Ill (Physical)	22	28			X		
Muscular or Neurological	8	9			X		
Social and Emotional	11	5			X		
Extreme Retardations	3	6			X		
Homebound Due to Accidents	4	5			X		
Pregnancies		16	X				
Total Number	48	70					

2. a Special Instruction

(2) Supplemental Instruction	Number of Pupils		Evaluation of Instruction 5 is Highest Rating				
	Boys	Girls	5	4	3	2	1
Reading Only	2			X			
All School Subjects	41	6		X			
Total Number	43	6					

2. b In-Service

(1) Types of In-Service Meetings	Number of Meetings	Evaluation 5 is Highest				
		5	4	3	2	1
Bonsall School Faculty, January 23 Problem Under Discussion: "Utilizing Test Results"	1	X				
Broadway School Faculty, February 6 Problem: "Meeting Pupil Needs By Understanding Child Growth & Development"	1	X				
Yorkship School Faculty, March 6 Problem: "Test Results and Curriculum" was dealt with	1	X				
March 8, Dr. Wm. Bingham, Professor at Rutgers University, involved counselors in a discussion of "Aspects of Counselling," at Haddon Heights High School	1	X				
March 15 and 22, Slow Learner Conference. Set up criteria for pupil selection for 2 classes in each secondary school	2	X				
April 11, Counselors participated in a discussion led by Miss Laura Trexler from United States Office of Education	1		X			
May 4, Seton Hall, South Orange, N.J. Panel Discussion: Relationships; Education, Labor, Community	1		X			
May 5, Rider College: Guidance Forum	1		X			
Initiated and distributed new forms for reporting standardized test	2	X				
Initiated and distributed new instruments (Reading Progress Cards) for reporting purposes						
May 24, Speaker: Dr. Resnick, Topic: Human Behavior	1			X		
June 1, Held training session with faculty at Lanning Square - California Achievement Tests	1			X		

2. b In-Service

(2) Types of Curricular Meetings	Number Held	Evaluation 5 is Highest 5	4	3	2	1
Day of observation at Academy School in Glassboro City. Purpose to see an ungraded school in action.						
Middle School Conferences to discuss programming for Camden's Middle Schools.	6	X				
April 23 - Meeting with elementary counselors. Discussion: Vocational Education in Elementary Schools. Consultant: Mr. McKenny of Youth Opportunity Center.	1		X			
April 13 - Meeting of Home Instruction Teachers and Counselors along with Special Class Teachers. Purpose to discuss policies, procedures, problems. Leader, Mr. Earl Kirkpatrick	1		X			
April 17 - Discussion meeting with Mr. Thomas Gambino of N.J. State Department of Education. Topic: Vocational Education for high school pupils.	1		X			
April 18 - Rider College. College Requirements	1		X			
April 20 - Camden County Community College. Curriculum	1		X			
April 24 - Planning meeting with teachers of Special Services Annex, a school set up for pregnant girls.	1	X				
May 8 - Glassboro State College. "How College Students Perceive the World To Be and The Implications for Education."	1		X			

2. c Public Relations

(1) Types of Conferences	Number of Conferences	Evaluation 5 is Highest				
		5	4	3	2	1
Parental - regarding Home and Supplemental Instruction	45			X		
June 10. Set up a two hour "Employment Conference" at Camden High School. Purpose: To engage parents, pupils, counselors, and community consultants in an exploration of the world of work.	1	X				
Conferences with various community leaders regarding cooperative efforts in dealing with social problems.	10		X			
Participated, as a "Learning Disability Specialist" in conferences held by the Child Study Team. In many instances parents were part of the conferences.	9		X			

2. c Public Relations

(2) Types of Community Activities	Number of Activities	Evaluation 5 is Highest				
		5	4	3	2	1
Family Counselling Organization. January 26 Problem: Illegitimacy	1		X			
Kiwanis - Guidance Involvement. March 7 Mr. Owen Kirkbride of the Kiwanis engaged counselors at a Staff meeting in a discussion of cooperating with community agencies	1	X				
March 9. Participated in Institute sponsored by Social Welfare Association of Camden County on "Public Agencies."	1	X				
Cooperated with National Sorority of Phi Delta Kappa in developing a "Handbook for Beginning Teachers"		X				
April 13. Cooperated with Association of Business and Professional Women in presenting "Talent on Parade." This was held at Hatch Jr. High School and featured talented young people in the school system. Counselors assisted in finding talent.	1	X				
April 11. Staged a "Tea" for parents of children on Home Instruction.	1	X				
Cooperated with the Psychological Testing Corporation in the standardization of "Culture Fair" Test. Used pupils from 5 schools as samples.	1	X				
April 29. Counselors served as consultants for a workshop sponsored by National Sorority of Phi Delta Kappa-Eta Chapter at Cherry Hill.	1	X				
May 29. Sponsored a "Trip To The Zoo" in Philadelphia for children on Home Instruction	1	X				

2. d Testing - (Test Administered in June)

(1 and 2) Types of Test	Notations on the Administration of Tests	Evaluation 5 is Highest				
		5	4	3	2	1
California Achievement	Where counselors are employed, testing is administered by them. In other instances, teacher administered tests.			X		
Iowa Tests of Basic Skills Work Study Only	This was the first use of the Iowa in the elementary schools. It was a most valuable diagnostic tool. Pupils' weaknesses in this area became evident.		X			

2. e Educational Research

(1) Types of Project	Number of Projects	Evaluation 5 is Highest				
		5	4	3	2	1
Peer Tutor Program Proposal Wrote and submitted a preliminary proposal for this program to Dr. W. Frank Johnson. The proposal dealt with a tutoring program for pupils on Home Instruction.	1	X				
Conducted Inventory of and compiled lists of all test materials in the Camden Public Schools.	1	X				
Conducted a follow-up study of graduates of Camden High School and of Woodrow Wilson High School. Submitted findings.	1	X				
Wrote proposal for Project, "Educating For Employment." This was funded to the extent of $2,000 by Federal Government and State Department of Education. The project involved 40 non-college bound pupils from the high schools in an exploration of the "World of Work."	1	X				
Initiated "Special Services Annex" school for pregnant girls. Purpose: To see if human resources can be salvaged if the opportunity is provided.	1	X				
February 20. Completed the computation of and submitted I.Q. scores for each grade in the Camden Public Schools.	1		X			

3. Social Workers

a. A record of the number of "social work" cases, and the number of interviews to pupil homes, schools, and other agencies was compiled.

September 1966 to June 1967:

(1) A total of 142 cases were referred for school social work service by the school principals and the special services department. Title I personnel serviced 103. In addition to this, one social worker was assigned for three and one half months to make pre-psychological social investigations. In 166 contacts with homes and community agencies, 98 cases were prepared for psychological evaluation.

(2) A total of 2,862 visits were required to supply school social service to the 142 cases. There were 815 visits (interviews) to the home; 1,385 to school and 662 to other agencies. An average of 77 visits per month per worker was made. This is an increase of an average of thirty visits per month per worker.

b. A monthly record was compiled of the number of pupil referrals, initiated by the school, to community social agencies, the character of the case referrals, and the children involved.

September 1966 to June 1967:

(1) A total of 125 cases, involving 293 children, were referred to community agencies. A list of agencies, reasons for referral and the number of cases and school children involved are as follows:

Agency	Reason for Referral	Cases	School Children
Child Guidance Clinic	Out-Patient Psychiatric Care	9	15
Children's Shelter	Custodial Care	10	11
Court Probation	Juvenile Delinquency	11	11
S.P.C.C.	Child Neglect	6	19
County Welfare	Financial Assistance	47	139
Home For Children	Intermediate Care	2	8
Municipal Court	Violation of Child Welfare Act	1	7
Municipal Welfare	Emergency Financial Assistance	4	16

Juvenile Court	Judicial Decision	6	10
Police-Juvenile Division	Juvenile Delinquency	6	10
Cooper Hospital Clinic	Medical Needs	3	5
Workshop for Blind	Corrective Glasses	1	1
Project V - Title IV	Adult Education	3	26
Project IV - Title III	Adult Education	1	1
N.J.B.C.S.	Long-Term Care	12	21
Y.M.C.A.	Recreation	3	3
		125	293

c. A monthly record was compiled of the attendance and lateness for those pupils who were involved in social work cases.

(1) A monthly case record was compiled of the attendance and lateness for those pupils involved in the social casework program. Such surveillance of each child's record was a valuable guide to the intensity of case work needed, and the duration for which such service must continue. A direct comparison of attendance and lateness records on a short term basis is meaningless because the factors causing non-attendance and lateness are of such variety that the resultant figures are not really valid.

September 1966 to June 1967:

(2) A total of 1,458 pupils were involved in the social casework program. Eighty percent of these pupils attended school regularly, and a total of 715 pupils were late to school *once or more during the school term.

*duplicated number

Month	*Number of Children	%Attendance	Number of Times Late
September	80	84	-
October	96	82	-
November	112	77	-
December	120	75	-
January	136	74	-
February	194	75	-
March	195	77	-
April	175	78	-
May	175	76	-
June	175	91	-

*Recorded as a Monthly Summary

d. A monthly record of the types of adjustments recommended by the social worker for individual students and the number of each adjustment was compiled.

September 1966 to June 1967:

Curricular Adjustments	Recommended	Effected
Better School Placement	20	15
Better Contact Between Home & School	156	124
Arrangement for School Lunch	1	1
Home Instruction	11	7
Correction of Medical Needs	20	10
Petition Juvenile Court Action	2	2
Psychological Evaluation	23	14
	233	173(74%)

Effectiveness of Program of School Social Work

1. The family approach to the distribution of school social work service appears to be the correct approach for Camden Schools to reach the widest possible school population. In the program from March 1966 to June 1966, 44 children were referred by the school principals for service and there was a total of 111 school children in these families. From September 1966 to June 1967, of the 142 children referred, there were 419 school children involved. Once a social case work need is identified and a worker assigned, the caseworker continues with the case as long as the casework need remains and a service of value can be rendered. Mobility

within the city causing relocation of the educational placement could cause a disruption in social service if the caseworker were changed.

The maximum number of cases (families) appears to be forty families per month per worker. Considering a twenty working day month this would permit a reasonable average service of four visits to each family per month. Need will cause individual cases to vary from one to ten visitations, but the realistic average can be maintained while professional service is rendered. Adequate time must be provided for professional supervision of the caseworkers to assure proper balance in caseload assignments. Without this safeguard, the entire social work program can readily disintegrate to paper work.

2. The average number of visits per school social worker has increased 63% from the 1965-66 school year. An apparent explanation for this is that the school social workers have a better understanding of their function, for the most significant increase was in visitations to the schools. The service to the individual child, his teacher and principal has increased at least in total number. Further study must be made before the exact nature of the increase in value can be substantiated.

3. Sixteen Community Social Service Agencies have been directly involved with the school program. They have supplied service in the following types of problems:

   a. Child Care - Custodial, Intermediate, and Long Term
   b. Employment
   c. Financial Assistance
   d. Legal - Child Neglect, Juvenile Delinquency, Probation
   e. Medical Attention
   f. Recreation
   g. Adult Education

The school social worker, operating within the focus of his function to serve as professional liaison between the school and community social agencies having school related problems, has been able to supply needed service.

4. Speech Therapists

a. To identify pupils possessing speech difficulties, to treat those pupils and to record the number of pupils whose speech difficulties were corrected through treatment.

	Total number of pupils who were identified as possessing speech difficulties.	Total number of pupils who were identified as possessing speech difficulties and who were treated.	Total number of pupils whose speech difficulties were corrected through treatment.
Artic Prob.	825	755	174
Voice Prob.	22	11	1
Rhythm Prob. 1	59	54	8

Only approximately ½ of the Camden Schools have therapists assigned to them. These figures are based, therefore, on about ½ of the pupil school population. The therapists are assigned to the schools generally one day a week. Students are seen for the most part in groups for fifteen minutes (with some few exceptions.)

4. Speech Therapists

b. To record types of speech disorders, pupils' progress in therapy and their progress in oral class activities.

Speech Disorders	No. of Pupils	Pupils' Progress in Therapy	Pupils' Progress in Oral Activities in Class
Artic	715 10 30	Satisfactory Little None	55% have achieved some carryover into oral activities in class at this point.
Voice	11	7 Satisfactory 4 Slow	60% show voice improvement in class at this point.
Rhythm	53	51 Satisfactory 2 None	85% show progress in oral activities at this point.

The Speech problem of the Camden City School population could be serviced more effectively if:

1. More children could be tested.
2. The schedule allowed for more children being serviced (from 7 to 9% of school children generally need speech therapy.)
3. The children could be given therapy more frequently during the school week.

5. Medical Services

a. A record of physical examinations and screenings completed on pupils over the past three years was kept. A record was maintained of the kinds and numbers of defects found in children for the past three years. Also, a reporting of the incidences of referral of pupils for treatment and/or correction was maintained.

	Public Schools				Parochial Schools	
	1963-64	64-65	65-66	*66-67	65-66	66-67
Routine Physical	9399	10039	11481	11340	1146	995
Psychological Physical	598	685	816	653	24	24
Varsity Examinations	795	859	769	631		
Intramural Examinations	1536	1497	740	811		
Driver Ed.Examinations	225	190	352	177		
Cafeteria Examinations	63	34	28	79		
Visual Examinations	8459	8355	12084	14652	1076	1758
Defects	1287	1658	2170	3832	232	386
Referred	1024	1289	1644	3565	98	294
Corrected	501	510	759	1463	63	115
Hearing Examinations	1123	3379	8779	10998	1469	1184
Defects	27	252	535	377	137	50
Referred	32	105	181	254	5	31
Corrected	9	45	139	107	7	5
Dental Examinations						
Defects	2107	1757	2388	2165	277	299
Referred	1607	1529	1902	2097	275	287
Corrected	756	1028	1073	895	28	61
Heart						
Defects	263	395	391	395	19	78
Referred	217	331	340	378	17	48
Corrected	132	227	215	179	12	9
Orthopedic	Joints Def.	Joints	Def. Joints	Def.		
Defects	67	69	92	27	17	2
Referred	62	60	87	22	17	2
Treatment	23	33	26	13	6	2
Nutritional						
Defects	78	85	55	40	19	8
Referred	39	84	51	38	19	8
Treatment	22	47	21	11	4	0
First Aid	18114	18543	24203	29941	368	837
Absent due to Communicable or Chronic Disease	2736	1109	1219	707	132	108

*More intensive examinations given in 1966-67 to grades 1-3-5-7-9-11.

b. A report was maintained for the number of treatments and/or corrections of the teeth.

Dental Clinic

	1963-64	64-65	65-66	66-67
Appointments Made	966	910	1283	2251
Appointments Kept	705	679	747	782
Appointments Not Kept	261	231	536	1469
Examinations	101	30	44	35
Extractions	209	238	272	277
Fillings	354	402	319	375
X-Ray	5	12	89	27
Ref. Treatment	16	27	21	15
Others		13	12	34
No Treatment Necessary		7	3	15
Completed	79	78	77	118

Our concern here is the number of appointments not kept. When a child does not come in as scheduled, it is impossible to bring another child in that day.

Title of Project (5) Specialized Physical Education Instruction
for Pupils in grades four, five and six

Project Dates: September 7, 1966 to August 18, 1967

Project Description

The Physical Education specialist instructed fourth, fifth and sixth grade classes in a specialized physical education curriculum for two-one half hour periods per week. The physical education specialist also served as a resource person to the classroom teacher in the formulation of a physical education program. The classroom teacher conducted the physical education classes for the remaining three days of each week from a course of study prepared by the physical education specialist.

Personnel: Eight Physical Education Specialists

Number of Participating Schools: 26

Total No. of Pupils: 4906

Evaluation Technique:

1. Each child's progress and ability, in terms of endurance, coordination, and agility in selected skills, self-testing activities, and athletics, was measured by locally constructed physical fitness tests. A pre-test was administered during October, November and December and a post test during May and June. Pre and post test scores were compared.

Average Scores

Grade	Agility		Coordination		Endurance	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
4th grade	61.2	77.3	52.8	69.0	62.4	79.1
5th grade	52.1	73.0	47.6	69.5	61.5	82.3
6th grade	40.4	65.2	30.05	60.4	55.4	77.2

Comparison between Pre and Post Test Scores*

Grade	Agility	Coordination	Endurance
4th grade	+16.1	+16.2	+16.7
5th grade	+20.9	+21.9	+20.8
6th grade	+24.8	+22.79	+21.8

*Activities and Scores related to each skill.

Agility Score	Coordination Score	Endurance Score
Broad jump- 50 pts.	Jumping rope 33 1/3 pts.	Chin ups 50 pts.
Jump for height 50 pts.	Horizontal ladder 33 1/3 pts.	Sit ups 50 pts.
	Softball Throw for accuracy 33 1/3 pts.	
100 pts.	100 Pts.	100 pts.

2. Each pupil's rhythmic skills such as his basic movements, actual dance performance, and appreciation of his dance performance were subjectively evaluated by the Physical Education Specialists during May and June 1967.

Grade	Basic Movements	Total Dance Performance	Pupil's Appreciation of his Performance
	Average Scores*		
4th grade	3.1	3.1	3.1
5th grade	4.0	3.1	4.0
6th grade	4.0	4.0	4.0

*The average score is based upon a subjective evaluation. The following rating scale is to be used to determine the average score:

	Point Equivalent
A = Excellent basic movements, total dance performance and appreciation	5
B = Good Basic movements, total dance performance and appreciation	4

	Point Equivalent
C = Adequate basic movements, total dance performance and appreciation	3
D = Poor basic movements, total dance performance and appreciation	2
F = No coordination in movement and total performance and no appreciation	1

3. Pupils were tested by written examination (locally constructed) to determine their Knowledge of the rules and regulation of selected skills and athletic games in the physical education curriculum. A pre test was administered during the early part (October, November, December) of the school term and a post test during the last two months of the school term. Pre and post test scores were compared.

Pre Test

Grade	Knowledge Test - Average Scores*
4th grade	58.5
5th grade	56.8
6th grade	56.9

Post Test

Grade	Knowledge Test - Average Scores*
4th grade	66.7
5th grade	66.5
6th grade	69.3

Grade	Comparison of Pre and Post Test Scores*
4th grade	+8.2
5th grade	+ .7
6th grade	+12.4

*Knowledge Test consists of the pupil's understanding of the basic rules and regulations of such organized games as baseball, volleyball, basketball, soccer, football, and track.

All scores reported such as endurance, coordination, agility rhythmic skills, knowledge etc. are standardized by a locally devised Physical Fitness Report as to the pupils' ages.

Analysis of the program by the Project Supervisor and his staff

The Specialized Physical Education Instruction Program for Elementary School Children in grades four, five and six has been highly successful. The Scores on these tests administered have shown a marked improvement over the past two years. So much so, that scoring standards had to be raised. This can be attributed to the activities being taught as part of the overall program: examples: testing, games, rhythmics, athletic skills, apparatus and tumbling.

Consideration should now be given to expanding the program to grade levels 1, 2 and 3, in order to reach the child at this early level of his physical, social and emotional development.

Classroom teachers are definitely more versed and proficient in their teaching of physical education when compared to their instruction prior to the onset of this program.

Proper facilities to conduct a physical education class are a staff problem in some schools. In these schools, classrooms, basements and hallways must be used because no physical education facility exists.

A Swim Program was conducted for students primarily for 4th, 5th and 6th graders between July 31 and August 25 at the Y. W. C. A. in Camden.

The program consisted of six hourly periods daily with an average of approximately 25 pupils per hour. Program activities included swimming instructional, and recreational activities.

A summer Physical Education Program was also conducted between July 10 and August 18. Instructional activities were similar to those during the regular school year, 100 students participated.

Title of Project (7) Development and Implementation of an Audio-Visual Program for the Improvement of Instruction

Project Dates: September 7, 1966 to June 16, 1967

Number of Participating Schools: All eligible public and parochial elementary and secondary schools

Project Description

1. With equipment purchased under Title 1 in fiscal 1966, a continuing program for the development of extensive audio-visual facilities was undertaken. An audio-visual laboratory has been established in conjunction with our present curriculum laboratory. A full-time professional person has been employed who has as his responsibilities:

   a. to oversee an on-going ETV program
   b. to conduct in-service meetings with instructional staff in all phases of the audio visual spectrum including the use of transparencies, slides, tapes, records, etc.
   c. to establish the central A-V library
   d. to assume leadership in audio-visual innovations
   e. to prepare major pieces of audio and/or visual materials
   f. to oversee a continuing program of maintenance of A-V equipment

Evaluation Technique

To determine how effectively instruction via television is in supplementing the work of the teacher, demonstrating teaching techniques, stimulating pupil interest and contributing to the outcomes of education, etc. Information from all participating teachers will be obtained from forms provided by the Tri-State Instructional Broadcasting Council, located in Yeadon, Penna.

Instructional Television as utilized by our schools has been determined on the basis of an evaluation design provided by the Tri-State Instructional Broadcasting Council.

EVALUATION SHEET

TRI-STATE INSTRUCTIONAL
BROADCASTING COUNCIL

School System
Code number

You are participating in the electronic age!
This sheet will be tabulated by data processing --

INSTRUCTIONS: FILL IN THE APPROPRIATE NUMBER FROM THE PROGRAM KEY IN THE CIRCLES PROVIDED. EVALUATE AS MANY AS THREE DIFFERENT SERIES. THE SCALE FROM 1 TO 5 REPRESENTS LOW TO HIGH RATING. CIRCLE THE APPROPRIATE NUMBER IN THE SCALE.

PRIMARY PROGRAM KEY

1. Listen and Say
2. Magical Talking Machine
3. Sounds From Space
4. Scienceland

ELEMENTARY PROGRAM KEY

5. Americans All
6. Children of Other Lands
7. French 1
8. French 11
9. French 111
10. Physical Education
11. Science Gr. 4
12. Science Gr. 5
13. Science Gr. 6
14. Social Studies
15. Spanish 1
16. Spanish 11
17. Spanish 111
18. World Geography
19. World of Words

SECONDARY PROGRAM KEY

20. Advanced Science
21. Biographies
22. Books in Action
23. Developmental Reading
24. Developmental Reading 1 (tape)
25. Looking at Careers
26. Mathematics, Gr. 8
27. Music For Young People
28. Science, Gr. 7
29. Under Billy Penn's Hat
30. Biology
31. Franklin To Frost
32. Places in the News

IN-SERVICE FOR TEACHERS

33. Developmental Reading
34. Fact and Fancy
35. French 111
36. Mathematics, Gr. 8
37. Modern Mathematics for Elementary School Teachers
38. Reading in the Intermediate Grades
39. Science for the Elementary School Teachers
40. Sets and Systems

TRI-STATE INSTRUCTIONAL BROADCASTING COUNCIL
YEADON, PENNSYLVANIA 19050

Circle the grade level you teach K,1,2,3,4,5,6,7,8,9,10,11,12

PROGRAM SERIES NUMBERS

TEACHING	LOW HIGH	LOW HIGH	LOW HIGH
Amount of Content	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Pacing of lesson	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Appropriateness of vocabulary	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Quality of visuals	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Value of summary	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Teaching technique	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Teachers personality	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
UTILIZATION			
Follow-up came easily	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Guide material was helpful	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Series complements Curriculum	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
LEARNING			
Level of Students attention	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learnings from telecast	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
TECHNICAL RECEPTION			
Sound quality	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Picture quality	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
APPROX. NUMBER OF LESSONS WATCHED	☐	☐	☐

In-service Meetings

Records were kept of in-service meetings held with instructional staffs. An evaluation sheet was completed by attendees in order that effectiveness of the meetings be judged.

Twenty-one audio-visual in-service meetings were held. These sessions were conducted at individual schools except in some cases where two or three small neighboring schools were grouped together. 740 teachers and administrative personnel who participated and these teachers who were unable to attend, were furnished the following: (1) A summary of A-V Hints and Ideas. (2) A three page resume by Dr. Edgar Dale "Using Films with a Purpose." (3) Assorted A-V brochures and catalogs.

Listed below is a summary of the results, recommendations and reactions to the meeting submitted by the attendees.

1.	Meeting was helpful -	95%
2.	Meeting was not helpful -	5%
3.	Meeting rated very good or good -	91%
4.	Meeting rated fair -	9%
5.	Learned new ideas -	25%
6.	Volunteered recommendation to start meetings earlier (2:30) instead of after school -	10%
7.	Recommended small group A-V workshops in the future -	8%
8.	Need more A-V equipment and materials -	6%
9.	Recommended A-V areas for future meetings	
	a. Operating 16 mm projector -	7%
	b. A-V techniques in specific subject areas -	5%
	c. Operating Tape Recorder -	4%
10.	Other A-V areas recommended for coverage: 1 to Filmstrip-sound projector, record player, tachistoscope, charts, bulletin boards, flannel boards, slide projector, duplicating techniques, opaque projector, teaching machines, color lifting, coloring and lettering transparencies, photo-copier, microprojectors, television and A-V source information.	3%

A-V IN-SERVICE EVALUATION FORM

Will you please supply appropriate information in the spaces provided. Your name is not required.

1. Date ________________
2. Name of school at which in-service meeting was held

____

3. Name of school at which you teach ____________________
4. Was the meeting helpful? ____________________
5. Place a check mark indicating your appraisal of the meeting

   Very Good ___ Good ___ Fair ___ Poor ___
6. What A-V areas would you like covered at future meetings?
   ____
7. Comments or suggestions ____________________
   ____

The following represents the comments of the Audio-Visual Helping Teacher as regards the carrying-out and effectiveness of this programs' activities:

1. An A-V Laboratory has been established and is in the process of being equipped.
2. A training room for in-service meetings and work shops has been set up.
3. An assortment of modern A-V reference textbooks has been secured.
4. Reference files of catalogs, brochures, charts and tables have been assembled.
5. Lines of communication have been established with local, state and national A-V agencies as well as manufacturers and suppliers.
6. A non-conflicting A-V in-service training schedule was arranged through the principals.
7. Appointing of Audio-Visual and Instructional Television representatives to all Camden City Schools.
8. The familiarization of the students with new communicative media has been extensive and has broadened their experiential background, although vicariously.

The information contained in this report is based on observations and interviews with principals in visitations to all Schools. It is possible that the frequency or number of schools having a particular need or practicing noteworthy A-V techniques is higher than the report indicates. This is due to the fact that the initial visit was to obtain an overall picture from a spontaneous revelation without prompting or "me too" information.

Part 1 of the report points up needs, deficiencies or complaints. Part 11 highlights noteworthy ideas, practices or constructive recommendations.

Part 1

	Number of Schools
1. Need in-service training	30
2. Equipment repair and maintenance problems	14
3. Serious difficulties with TV antenna cable connector	13
4. Need more A-V equipment and materials	5
5. Excessive time delay in securing replacement projector lamps	7
6. Did not receive 16 mm RCA projectors	5
7. Need blank tapes for recorders	4
8. Need AC extension cords	3
9. Some A-V equipment stolen	4
10. Need 14" empty 16 mm reels	3
11. Need light control materials for auditorium	2
12. Do not have master antenna system	5
13. Need more TV antenna cables	3
14. Using "rabbit ears" indoor antennas	4
15. Need information on 8 mm film loops sources	2
16. Need more 16 mm movie projectors	3
17. ITV monthly schedules not received or late	3
18. Lens packing not removed from filmstrip projector	1
19. TV reception poor due to location (gas tanks)	1
20. Want printed A-V hints and instructions	1
21. Need full time building A-V specialist	2
22. TV sets do not have converter for UHF	1
23. Difficulty using Transparency Maker-Copier	1
24. Need more projection screens	1
25. TV stand screw bolts missing	1

Part 11

	Number of Schools
1. Will promote ITV evaluation reports to Tri-State Instructional Broadcasting Council	30
2. Entire staff furnished with literature promoting use of films with a purpose	32
3. Furnished initial installment of A-V materials and equipment catalogs	30
4. Furnished invitation to participate in New Jersey School Nature Programs by Department of Conservation and Economic Development (Filmstrip-Lecture)	30
5. Very active A-V and ITV programs	19
6. Verified delivery of Transparency Maker-Copier materials for overhead projectors	32
7. Have no outstanding A-V problems	11

8.	Have regular ITV schedule for teachers and students	3
9.	Instructional Materials Center started	4
10.	Teacher aides do transparency and copy work	1
11.	Have some old A-V equipment which can be transferred through channels	1
12.	Have published list of student projectionists	3
13.	Office staff assists in transparency and copy work	5
14.	Shop teachers and students assist in equipment preventive maintenance.	3
15.	Each teacher submits monthly A-V and ITV report to the assistant principal	1
16.	Use 8 mm single concept film look projector in addition to 16 mm sound projectors	2
17.	Sample UHF loop antenna or instructions furnished (for use with ITV channel 35)	30
18.	Very strong recommendation for full time A-V specialist to cope with increased quantity and utilization of A-V equipment in each large secondary school	2
19.	Recommendation to establish a centralized projector lamp replacement center to reduce the time that equipment must remain inoperative	7
20.	Very serious consideration be given to establishing a centralized repair center for the school system or a service contract arrangement to minimize the length of time that equipment is out of service.	14

Reports from the Camden City Schools Instructional Staff as processed by the Tri-State Instructional Broadcasting Council indicates that 85%* of the staff were satisfied (Value 4) or highly satisfied (Value 5) with Instructional Television in terms of teaching utilization, learning, and technical reception.

*Random Sample

Of *160 teachers viewing I.T.V. 2411 lessons were viewed. Grade levels involved were 1-7.
*Random Sample

Title of Project (9) Expanded Fine Arts Instructional Program

for Grades K-6 in Eligible Schools

Project Dates - September 7, 1966 to August 18, 1967

Number of Participating students: 12,427

Project Description

Talent, waiting to be developed, lies dormant or goes unnoticed in many culturally deprived children. Talent in Camden's students are being sought and developed. This culturally or educationally deprived student finds it easier to learn when physical stimuli are involved. Both music and art lend themselves to these stimuli. Coordination with the fine arts subjects seem to help fill the need for a changed attitude toward the more academic subject matter areas. The need is apparent in many of the children for help in social adjustment. The study of art and music provide opportunities for the improvement of same. The culturally deprived child needs to be exposed to cultural influences outside of his own environment. As well, the culturally deprived child, as a member of a sub-culture, needs an opportunity to develop his own ideas and project and be proud of his own heritage. This project in Art and Music is designed to afford such opportunities.

ART

Six teachers were employed to serve eligible schools. Students attended art classes on a regularly scheduled basis. Activities include the following:

1. Painting of pictures, posters, signs, friezes, murals and stage sets etc.
2. The viewing of displays, reporductions, slides, filmstrips, and films.
3. Design activities including lettering, cutting, folding, bending, curling and pasting with materials of all types etc.
4. Modeling activities incuding work with ceramics etc.
5. Other activities including drawing, weaving, carving and paper, soap and clay sculpture etc.

Evaluation Technique

1. Each teacher submitted an evaluation report to the Director of Elementary Education evaluating their classes' growth and accomplishments based upon the curriculum outline, their classroom lessons, and supervisory visitations. Skills developed in the use of materials indigenous

to arts and crafts were objectively evaluated through examinations of student projects and through observations of students in classroom activities.

2. Comments were made on this project in regard to its effectiveness, needs, etc. Suggestions for improvement were also made.

Evaluation by the Instructional Staff

The Art Specialist served as a resource person to the Kindergarten teacher in the development of a curriculum for the Kindergarten level.

1. In primary grades one and two, the child has just begun to know himself and the people and things around him. Our Instructional personnel attempted to show the children that art tools and materials can be used to convey thoughts and feelings and to understand those things around them. Through the year they experimented with different ways of expressing these ideas. To develop motor coordination in younger children, classes undertook many projects involving cutting and pasting. The children were introduced to the basic shapes and drawing techniques on their own level. Most younger children had to be taught how to listen and to follow directions. They were also given responsibilities in distributing and collecting materials. Best results were obtained in most cases when working with subjects that appealed to the child's senses. As children became more involved in drawing they became more confident in handling the crayons, varying their shapes, lines, using stronger colors, and planning a total picture, complete with background.
2. Classroom observation and analysis of student's work indicates that children of grades three and four have great imaginations. By this age they find the world fascinating and look for pleasing ways of expressing their ideas. Therefore, the third graders were in most cases introduced first to water colors. Many lessons were started by using only the primary colors then proceeding into the secondaries. Fourth graders reviewed primary colors, then went a step further and learned the intermediate colors. Both grades were taught the different techniques of water color, example: wash, brush strokes, blending colors. Figure drawing was introduced with stress on the action pictures. Many of the children did not like figure drawing because they ere not satisfied with their pictures and had to be encouraged to keep trying. Things and people from the children's own experiences, seemed to hold their interest best during figure drawing lessons.

3. In the fifth and sixth grades the children are more skilled in handling art materials and their work begins to look more real. In these two grades a variety of media was used such as charcoal, pen and ink, and pencil sketching. More advanced techniques were introduced, giving the children practice in drawing perspective, shading and three dimensional drawing. More time was spent with water colors in working for neatness and clarity of tones. Pupils seemed to learn by observing other art work and in this way learned to appreciate what they were doing.
4. In all six grades, a correlation between classroom subjects and art lessons were attempted as much as possible. This helped to reinforce lessons and worked especially well with social studies and math. Many materials that the children could find in their own homes, (e.g. newspapers, bottle caps, scraps of cloth) were used and pupils were encouraged to engage in art experiences in their spare time.

Comments and Suggestions made by Instructional Teaching Staff

1. Each art class was instructed in accordance with their range of interests, technical abilities and individual experiences. During the child's early stages of growth, he forms a definite concept of man, space, color and objects in art expressions. The philosophy of the art program is thus to give the child an opportunity to use these concepts as living experiences and not as rigid form symbols. Motivation must create an atmosphere in which the child is conscious of being a part of an environment. There is also a need to stimulate a greater awareness of the actions and functions of the human being. In motivating the children for a particular art experience we used words, action and place. Any motivation should attempt to make the child more sensitively aware of himself and his environment. It should also stimulate an intense desire to create meaningful art work.
2. Under the guidance and supervision of an experienced art teacher, facets in a student's personality can be brought into sharper focus. For many years, art has remained in our Public Schools, a handmaiden to bulletin boards and Social Studies' Murals. The word creativity ran against the notion of being "good" and sitting up straight and tall. Cutting loose means taking chances and not always being successful. But going deeper than

this, it's been seen that an Art experience can have a much more important function in schools. It's therapeutic and can act as a line of communication between the teacher and child. Most all children don't like phonies. They want to be treated as human beings worthy of respect. And this means respecting a child's world for what it is and working from that point. Too many teachers, tend to look somewhat negatively at an art class. They regard it as a time of release with no true intrinsic value. This attitude seems to be changing in most schools. Teachers are coming to realize that any area in which a child finds success and an appreciation of his ideas, will begin to spill over into other areas. Better facilities are needed in many schools for doing art work. A room is needed where an art teacher can show slides & play recordings while children are working in order to create an exciting educational atmosphere. Children love to paint, but it is difficult to allow children the freedom which they need in their respective classrooms, due to the number of children working at once. What is needed specifically in grades 1-3 are plenty of fold-away easels with a rack for holding paint jars. Most rooms in older schools have no access to sinks which creates a problem in regard to tempera painting.

A Summer Art Program was conducted between July 10 and August 18, 1967.

Attendance

Approximately 200 pupils attended class for 1½ hours during each day of the week. Pupils from grades 1 to 9 were selected on a voluntary basis from all eligible schools.

First and second grade children have been exposed to the following media and activities:

DRAWING

individual pictures
group murals
large crayons
large and small papers
oil crayons (Sketcho)
colored chalk
white chalkboard chalk
large beginner's pencils
charcoal
india ink with pen

PAINTING

individual pictures
group murals
large and small brushes
tempera paint
water colors
paint and crayon resist
designing in yarn

MODELING

clay
paper

BUILDING

scrap pictures (collage)
scrap materials
houses
scissors and cardboard
paste, glue
construction paper
newspaper
costumes and scenery

Third and fourth grade children have been exposed to the following media and activities:

DRAWING

individual pictures
group murals
large and small crayons
large chalk
colored chalk
white chalkboard chalk
Sketcho oil crayons
charcoal
large pencils
ball point pen
india ink and pen
large and small papers

PAINTING

individual pictures
group murals
finger painting
large and small brushes
tempera paint
tempera paint and crayon resist
large papers
water colors
water color and crayon resist
combination chalk and water
india ink with water colors

MODELING

clay
pottery- pinch, coil, slab
sculpture, modeled forms

BUILDING

scrap pictures
buildings
puppet stage
puppets
scissors and paste
scrap materials
paper
costumes and scenery
construction paper
masks
designing in yarn
mobiles

Fifth and sixth grade children have been exposed to the following media and activities:

DRAWING

individual pictures
figure sketches
group murals
letters and layouts
large, soft pencils
charcoal
large and small crayons
colored chalk

DRAWING(continued)

oil crayons Sketcho
white chalkboard chalk
india ink and pen
india ink and brush

PAINTING

individual pictures
group murals
water color
water color and crayon resist
tempera paint
tempera paint and crayon resist
combination chalk and water
india ink resist
batik painting

PRINTING

cardboard printing
stencil printing
scrap printing
rubbings

MODELING

clay
cardboard
papier-mache

BUILDING

puppets
masks
scissors and paste
mobiles
scrap materials
construction paper
cardboard
costumes and scenery
designing in yarn

MUSIC

Project Dates: September 7, 1966 to August 4, 1967

Six instructors were employed to serve eligible schools. Children were taught on a regularly scheduled basis where instructional activities varied. Some lecturing was necessary but it was supplemented by the frequent use of audio-visual aids such as recordings, tapes, filmstrips, slides and moving pictures. Experience-type activities were engaged in including singing, clapping, dancing, marching, playing simple musical instruments and dramatization of certain selections. Musical instruments were introduced and guest artists were invited into the schools for special demonstrations.

The music specialist acted as a resource person to the classroom teacher.

Evaluation Technique

Each teacher submitted an evaluation report to the Supervisor of Music evaluating their classes' growth and accomplishments based upon the curriculum outline, their classroom lessons, and supervisory visitations. To supplement classroom teaching, a variety of field trips were planned. Records were maintained indicating the kinds of experiences, their estimated worth, and the number of students participating.

1. Singing
   The music specialist served as a resource person to the kindergarten teacher in the development of a music curriculum for the kindergarten level.
   A. Grades 1-3
      1. In teaching new songs, the "phrase by phrase" method was found more successful than the "whole song" method. The children were able to learn a shorter part more quickly than a whole song. The phrase method also eliminated repetition of words, melodies, etc.
      2. The most successful method of motivation was the singing and playing of the song by the teacher. Other successful methods were class discussions and listening to the recorded songs. The children found listening to the recorded songs a refreshing change from the teacher's voice.
      3. The children enjoyed holiday, seasonal, and humorous songs. They were very enthusiastic about singing games. The teachers were able to correlate songs with other subjects.
         a. Social Studies

First Grade	"Going to Bombay"
Second Grade	"Fire! Mister Fireman"
Third Grade	"Taking a Trip to Mexico"

b. Art

First Grade	"Color Game"
Second Grade	"Jumbo"
Third Grade	"Painting Autumn Leaves"

c. Science

First Grade	"Snow is Falling"
Second Grade	"Lilacs"
Third Grade	"April Rain"

d. Math

First Grade	"Ten Little Indians"
Second Grade	"Roll Over"
Third Grade	"The Ants Come Marching"

B. Grades 4-6
1. In teaching new songs the "phrase by phrase" method was used with "rote and note" procedure. The children were able to learn new songs independently. The reading experience from Grades 1-3 enhanced their learning in Grades 4-6.
2. The most successful method of motivation was the singing and playing of the song by the teacher. Other successful methods were class discussions and listening to recorded songs.
3. The children enjoyed holiday, seasonal, humorous, and foreign songs. They were very enthusiastic about folk dancing.

2. Rhythm

A. Grades 1-3
1. Songs and records were used to develop the fundamental rhythms of walking, running, and skipping. Rhythm instruments were used to develop fundamental rhythms. The children showed enthusiasm for playing the instruments; however, total class participation was hampered by a lack of adequate supplies.
2. Success with first grade was limited because of poor coordination. By the second grade, there was a slight improvement in these fundamental rhythms. Children in the third grade showed a greater degree of coordination and the ability to use combinations of rhythms in singing games.

B. Grades 4-6
1. Success was found in developing rhythms through the medium of folk dancing. Dances from Spain, Sweden, and Denmark were learned in addition to square dancing.
2. The children showed enthusiasm for playing the percussion instruments to accompany difficult and varied patterns. Improvement could be seen in coordination and feeling for rhythm.

3. Reading Readiness
   A. Grades 1-3
      1. The concepts of loud or soft, high or low, slow or fast were stressed in the first grade. In second grade, the children were able to understand the terms G clef, staff, quarter, half, eighth, and whole notes. Rhythmic and melodic reading were begun in the third grade. The response was fairly successful.
   B. Grades 4-6
      1. The concepts of changing dynamics, tempo, and melodic direction were developed to a greater extent.
      2. The children studied basic and advanced theory as it applied to their songs. Repeat signs; sixteenth, thirty-second, dotted half, quarter, and eighth notes; double bar; D.C. (Da Capo); Find; accidental; and time and key signatures were learned.
      3. Rhythm and melodic reading were continued with greater command and the response was more successful.
4. Listening and Creativity
   A. Grades 1-3
      1. The children were enthusiastic when the music lesson included dramatization or creative actions. Familiar stories were used. These included:
         a. "Little Red Hen"
         b. "Lazy Browh Bear"
         c. "Cinderella"
         d. "Tiny Town Bells"
      2. Creative actions were added for singing games and listening. These included:
         a. "Butterfly, Elephant and Lady Bug" (singing game)
         b. "Going Around the Mountain" (singing game)
         c. "Tommy" (singing game)
         d. "Carnival of the Animals" (listening)
         e. "Children's Corner Suite" (listening)
         f. "Creative Rhythms for Children" (listening)
   B. Grades 4-6
      1. More use was made of program music with emphasis on orchestral instruments and theme recognition. The background of the music was discussed in relation to the composers' lives and era. The children enjoyed various listening activities that were presented.

Program Activities

1. On December 14, the Camden Symphony Orchestra presented an evening concert at the Philadelphia Academy of Music. Eleven hundred (1,100) students were taken by bus to this concert. Parents, teachers, principals, and supervisors served as chaperones for the pupils. Tickets were distributed to all who were eligible to attend.

   Prior to the concert, teachers explained the composition of the symphony orchestra, and the lives and works of some of the composers.

   There were several outstanding features about this event. For many students this was their first visit to the Philadelphia Academy of Music. They had the opportunity of hearing an excellent symphony orchestra which presented a serious program. On the whole, the behavior was good. The Program included the following selections:

Barber	Overture School for Scandal
Strauss	Don Juan
Chopin	Concerto in e-minor no.1 for piano
	I Allegro maestoso
	II Romanze-Larghetto
	III Rondo-Vivace
	FOU TS'ONG - Piano
Dvorak	Symphony no.8 in G, Op. 88
	I Allegro con brio
	II Adagio
	III Allegretto grazioso
	IV Allegretto ma non troppo

2. On December 15, Phoenix Productions, a professional theatrical group, gave a performance of "Tom Thumb in Toyland" at Hatch Junior High School. Eleven hundred (1,100) students, Grades 1-6, from Lincoln, Parkside, and Hatch attended the performance.

   Before the children were taken to the performance, their teachers read the story "Tom Thumb" to them and held class discussions about the highlights of the plot.

   "Tom Thumb in Toyland" was a musical play which showed what happened when Tom Thumb unexpectedly visited a group of dolls. The dolls, who at the beginning of the show lament that nobody knows about a doll's life, show Tom how to take off for adventure without ever leaving the toyroom. They sail away on a ship and get stranded on a tropical island merely by using their "capital I" (that's imagination). Later, they find out how easy it is to "Wish Yourself Home". It was a fun-filled hour with Tom, a Rag Doll, a Toy Soldier, and many others. The entire show was geared to stimulate the imagination while providing delightful entertainment.

3. On January 14, the Haddonfield Symphony Orchestra presented two hour-long performances at Hatch Junior High School for fourth, fifth, and sixth grade pupils. Parents, teachers, principals, and supervisors chaperoned the pupils. Each chaperone accompanied a group of twenty pupils. The program "Musical Designs and Patterns" included the following selections:

Overture	Roman Carnival	Berloiz
Dances	Minuet from L'Arlisienne Suite No. 2	Bizet
	Waltz from Masquerade Suite	Khachaturian
	Farandole from L'Arlisienne Suite No. 2	Bizet
Program Music	Cloudburst from Grand Canyon Suite	Grofe
Folk Music	Audience sings Yankee Doodle	
	Orchestra: Variations on Yankee Doodle	Gould
March Forms	March from the Comedians	Kabalevsky
	Galop from the Comedians	Kabalevsky
Nationalism	The Story of the Kalendar Prince, from Scheherezade	Rimsky-Korsakov
Exit March	On the Mall	Goldman

Each number was orally introduced and explained by the Conductor, who was skilled in capturing the interest of the children. The pupils were introduced to each section of the orchestra and given an opportunity to participate by singing and conducting.

4. On April 4 and 11, and May 3, special matinees of "The Sound of Music" were presented at the Westmont Theater, Westmont, N.J. Fifth and sixth grade pupils attended. Teachers and supervisors chaperoned the students. The main reasons for this field trip were general cultural enrichment, coordination with classroom activities, general educational enrichment, and recreation and relaxation.

The children were prepared for this trip by the classroom and music demonstration teachers in the following manner.

a. A unit on the instruments of the orchestra was taught and the children were instructed to identify the instruments by sound, thus improving their listening skills.

b. Their observation skills were developed by comparing this movie to an operetta. They were asked to observe the overture, the acts, the intermission, the male and female voices, the costumes, the sets, the scenery, etc.

c. Correlation lessons with other subjects were given. These improved the students' vocabulary as they learned new words such as: abbey, abbess, convent, cathedral, villa, governess, baroness, festival, etc.

d. The students reviewed facts about Austria and learned many new ones. They were anxious to see the land and the many places and things that they had learned about-Salzburg, Vienna, the Alps, edelweiss, clothing, etc.

They were exposed to different environments not only by seeing the movie but also by seeing the picturesque suburban towns of New Jersey as they went to the theater. The students were exposed to excellent photography and thoroughly enjoyed the feeling of being in an airplane in the opening scenes of the movie. To say the least, their response was enthusiastic. The movie was almost four hours long, but their interest was held and no disciplinary action was necessary. The cultural and educational backgrounds of the children were greatly enhanced. After seeing the movie, students were given lessons about Rogers and Hammerstein and their works. They learned all of the songs from "The Sound of Music" and some selections were presented in assembly programs.

5. On April 12, 17, 19, 26, first, second and third grade students attended eight performances of "Tom Sawyer and Huck Finn", a musical play which was presented at Pyne Poynt and Hatch Junior High Schools. The students were chaperoned by their teachers and the supervisors. The children were prepared for this event by their classroom teachers in the following manner.
   a. A description of the characters and an adapted story were read to the children.
   b. Good listening habits and concert manners were discussed and carried through at the performance.

   After the performance:
   a. The children wrote thank you letters and compositions about their impressions of the performance.
   b. They visited a junior high school and saw the change of classes, lunchrooms, auditorium, etc.

   The children's response was one of sheer enjoyment and delight. They especially liked the active participation throughout the play. The play was over an hour long, but there was no evidence of boredom or restlessness on their part; this is quite unusual for such young children. It was a very successful enrichment program.

6. On April 20 and 24, four performances of "King Arthur", a musical play, were presented at Pyne Poynt and Hatch Junior High Schools. Fourth, fifth, and sixth grade pupils attended chaperoned by their teachers and the supervisors. The children were prepared for this event by their classroom teachers in the following manner:
   a. Units on England, King Arthur, and an operetta were taught.

b. Their observation skills were developed by aural and visual recognition of an overture, scenery, costumes, actors and actresses, male and female voices, etc.

c. Good listening habits and concert etiquette were discussed in the classroom and carried through at the performance.

After the performance:

a. The children were asked to write thank you letters. Oral and written compositions were required on their impressions of the performance.

b. They visited a junior high school and saw the change of classes, cafeteria, etc. This was a first for most of them.

7. On May 27, Children's Theatre presented "Cinderella" at the Camden Theatre. Fourteen hundred (1,400) students attended the performance.

Mrs. Norma Luisi, director of the Cultural Development Association, explained the cultural and educational purposes of the program and told the children what would be expected of them as members of the theatre audience. She said that the response was amazing and that they were an attentive and extremely appreciative audience.

Program for: All-City Elementary Band and Chorus
All-City Junior and Senior High School Band and Chorus

1. Purpose
   The purpose of the program was to give more talented students the opportunity to perform more advanced choral and band literature. This opportunity would not have been available to them in their regular schools.
2. Rehearsals
   Rehearsals were held every Saturday at Camden High School. All-City Elementary Chorus and All-City Elementary Band held rehearsals from 10:00 to 12:00. All-City Junior and Senior Chorus and All-City Junior and Senior Band held rehearsals from 1:00 to 3:00. Parents were invited to attend rehearsals and did so.
3. Number of Students Participating
   a. Chorus 156
   b. Band 132 Total 288
4. Instructors
   A double reed specialist and a percussion specialist were available every Saturday to give private instruction. The availability of these specialists greatly enhanced the talents of the children as many of them cannot afford to take private lessons.
5. Teaching Methods
   a. Group rehearsals
   b. Sectional rehearsals
   c. Individual lessons with specialists
   d. Comparison and analysis of tapes made of our performances and professional recordings
6. Performances
   a. All-City Junior and Senior Chorus, Cherry Hill Inn, Cherry Hill, New Jersey, on Saturday, April 29.
   b. All-City Junior and Senior High School Band and Chorus Concert, Friday evening, May 5, 1967, at Camden High School.

All-City Chorus

HALLELUJAH (from Mount of Olives)	L. Von Beethoven
SOULS OF THE RIGHTEOUS	T. Tertius Noble
THE OMNIPOTENCE	F. Schubert
RIDE THE CHARIOT	Arr. Smith
A MIGHTY FORTRESS IS OUR GOD	Luther-Mueller
BORN FREE	Black-Berry

All-City Band

WASHINGTON POST	John P. Sousa
MANHATTAN VIGNETTES 1. The Cloisters; 2. Central Park; 3. Radio City Music Hall	Hugh M. Stuart
SECOND AMERICAN FOLK RHAPSODY	Clare Grundman
LADY OF SPAIN	Tolchard Evans
THE SOUND OF MUSIC (Selections)	Richard Rogers
AMERICA, THE BEAUTIFUL	Samuel Ward

SUMMER MUSIC PROGRAM
Elementary and Secondary Level

This program was guided by the following objective: for every student to develop his individual talent and to grow musically.

1. INSTRUMENTAL
    A. For the complete beginner we taught:
        1. Proper care of the instrument
            a. Placing the instrument in case properly
            b. Oiling the valves
            c. Greasing the slides
            d. Holding the instrument correctly
            e. Putting the instrument together
        2. Basic skills necessary for the instrument
            a. He knows how to finger at least five (5) notes and is constantly adding to his skill.
            b. He is aware of the principle of reading music: clefs, names of lines and spaces, time signatures, note values and rests.
            c. He knows whole notes, half notes, dotted half notes, quarter notes, and corresponding rests.
            d. He knows correct embrouchure in order to produce a full clear tone.
            e. He is able to recognize correct pitch.
            f. Several are now tackling the eighth note.
        3. The basic elements of music:
            a. Rhythm
            b. Harmony
            c. Melody
        4. We exposed the beginner to many experiences which served to motivate him.
            a. Camden County Music Fair Children's Series: July 12, "Cinderella";July 19, "Aladdin"; July 26, "Jack and the Beanstalk"; August 2, "Pinocchio".
            b. He heard children of his own age performing in a group.
            c. For the first time the Junior Band performed in our Twilight Concert series.
    B. For the intermediate and advanced student, we
        1. Helped him to develop as a performer and a creative listener through participation in the series of Twilight Concerts as a member of one of the following groups:
            a. Junior Band
            b. Senior Band

    c. Brass Ensemble
    d. Woodwind Ensemble
    e. Dance Band
    f. Mixed Glee Club
    g. Choral Ensemble

2. Tried to develop school and community spirit and loyalty through the Twilight Concerts.
    a. Concerts were given at the following locations:
    July 24, Farnham Park
    July 25, Cramer Hill
    July 26, Yorkship Square
    July 31, Centerville
    August 1, Whitman Square
    August 2, Dudley Grange
    b. The concert program consisted of the following selections:
    AMERICA..........................Junior Band
    THE HAPPY WANDERER...............Junior Band
    THE SAINTS GO MARCHING IN.......Junior Band
    CHICKEN FEED.....................Junior Band
    HELLO, DOLLY!....................Junior Band
    ALL PRAISE TO THEE..............Glee Club
    PEOPLE..........................Glee Club
    IMPOSSIBLE DREAM................Soloist:
    Andrea Berelman or Margo Downing
    A WONDERFUL DAY LIKE TODAY......Senior Band
    THE SHADOW OF YOUR SMILE........Senior Band
    CIAO, CIAO, CIAO BAMBINO........Senior Band
    SURREY WITH THE FRINGE ON TOP...Brass Ensemble
    YOU'LL NEVER WALK ALONE.........Brass Ensemble
    THE WORK SONG...................Brass Ensemble
    THE MAGIC TRUMPET...............Brass Ensemble
    EZEKIEL SAW THE WHEEL...........Glee Club
    SHALOM..........................Glee Club
    CONSIDER YOURSELF...............Glee Club
    GREENSLEEVES....................Woodwind Ensemble
    OVER THE RAINBOW................Woodwind Ensemble
    IT'S A MOST UNUSUAL DAY.........Woodwind Ensemble
    DAYBREAK........................Woodwind Ensemble
    GEORGY GIRL.....................Senior Band
    LARA'S THEME(from Dr. Zhivago)..Senior Band
    MUSIC TO WATCH GIRLS BY.........Senior Band
    JUMPING AT THE WOODSIDE.........Dance Band
    ALFIE...........................Dance Band
    THE ALLEY CAT...................Dance Band
    SUNDAY WILL NEVER BE THE SAME...Dance Band
    HANG ON, SLOOPY.................Dance Band

MY LOVE..........................Dance Band
CALL ME..........................Dance Band
LAND OF A THOUSAND DANCES.......Dance Band
SOCK IT TO ME BABY..............Dance Band
DEAR HEART......................Dance Band

c. This year, for the first time, the Dance Band played while new dance steps were demonstrated for the audience. After the demonstration, the audience was invited to participate and their response was enthusiastic.

3. Gave the student an opportunity to enjoy better music through active participation in small groups and tried to develop understanding and appreciation of good music through this participation.
    a. Flute Choir
    b. Saxophone Quartet
    c. Clarinet Choir
    d. Dance Band
4. Let student see, feel, and respect the device and forces of music through field trips.
    a. "Half A Sixpence", July 6, Camden County Music Fair
    b. "King Family", July 12, Valley Forge Music Fair
    c. "Peg", July 27, Camden County Music Fair
    d. "On a Clear Day You Can See Forever", August 3, Camden County Music Fair
5. The intermediate student learned:
    a. To play most of the notes at a reasonably fast rate
    b. To play scales: major, minor, and chromatic
    c. To play arpeggios
    d. To extend his range of notes
    e. To meet more complex rhythmic problems
    f. To discuss aspects of style or musicianship: staccato, legato, crescendo, diminuendo, forte, and alternate fingerings
    g. To phrase, articulate, blend and interpret
6. The advanced student learned:
    a. To play all of the scales and has memorized all up to 4#s and 4bs
    b. To play all the notes on his instrument with good tone quality at a rapid tempo
    c. That he must add to his knowledge of style and interpretation
    d. Fluency in playing scales, proper attack, intonation, transposition, and lyrical playing

2. VOCAL
   - A. Our objective was to afford children an opportunity to participate in various vocal experiences through courses in:
     1. Theory
     2. Sight-Singing
     3. Mixed Glee Club
     4. Sectional
     5. Private Lessons
        - a. Voice
        - b. Piano
   - B. Theory
     The students learned:
     1. Note values
     2. Clefs
     3. Staff lines and spaces
     4. Chord structure (major and minor)
     5. Harmonizations
     6. Simple modulations (to 5th of a given key)
     7. Simple melodic dictation
     8. Simple harmonic dictation
     9. Intervals (major, minor, perfect)
     10. To sing intervals and recognize them in dictation
     11. To arrange for voice and small instrumental ensembles
     12. Embellishments and their use in four-part harmonic writing (suspension, passing and neighboring tones)
   - C. Sight-Singing
     The students learned:
     1. Simple tonal patterns in familiar keys
     2. To sight read four-part harmonies
     3. Four-part harmonization of a contrapuntal nature
     4. Texts used:
        - a. *Sight-Singing Exercise Book*, Damrosch
        - b. *Four Part Choir Trainer*, Vandies
        - c. *Song Fest, Waring*
   - D. Mixed Glee Club
     The students learned:
     1. To sing music from the Sixteenth Century to modern popular music
     2. Fundamentals of conducting
        - a. Cueing
        - b. Basic patterns
        - c. Preparatory beat
        - d. Release
        - e. Dynamics
        - f. Attacks
     3. Small ensemble work
        - a. To arrange popular music
        - b. To sing popular music

E. Sectional

The students learned:

1. To solve sectional problems
2. To solve individual problems
3. To intensify repertoire skills learned in Mixed Glee Club

F. Private Lessons

1. Lessons were given according to the individual ability of the student
2. Students performed in a small recital for members of the Summer Music Program

Enrollment increased and attendance was better due to the programs location at a central area (Camden High School Annex.)

The cultural enrichment afforded our students through field trips was greatly appreciated; students were more enthusiastic and attendance was greater than last year.

The Twilight Concert series was better attended than last year and was expanded to include Centerville section of Camden. At each concert the Dance Band played as students demonstrated new dance steps and invited the audience to participate; the audience response was enthusiastic. Although the majority of our students were from the elementary and junior high schools, the quality of their performance was on a more mature level.

Enrollment was as follows:

	Boys	Girls	Total
Instrumental	175	117	292
Vocal	14	42	56
Total	189	159	348

Title of Project (11) Instructional Aides in Eligible Schools
of Grades K-6

Project Dates: September 7, 1966 to June 16, 1967

Project Description:

Aides who satisfied established criteria for employment were employed at a ratio equal to approximately one aide for every fifteen teachers. Their duties are limited by job description to serving teachers only in clerical and non-instructional activities. The aides assumed such duties as:

1. overseeing milk and student insurance programs
2. typing and reproducing tests and other materials
3. prepare A-V materials where possible and deploy A-V equipment
4. supervise lunch and playground periods
5. assist with attendance reporting duties
6. assist primary grade teachers with getting "wraps" on and off students
7. Other duties as assigned.

Evaluation Technique

1. A detailed list of eighteen suggested duties had been prepared as the job description for the instructional aide. All instructional aides were evaluated as to their performance of suggested duties via a weighted checklist. Teachers and administrators, with whom the aides worked, were responsible for evaluation by reaching a consensus of opinion on the performance of the instructional aide and indicating such by placing a check in the appropriate column of the checklist for those duties which applied to their instructional aide. Comments, where necessary, were written on the checklist form.

(Checklist)

Suggested Duties For The Instructional Aide

*Instructional Aides As A Group

Suggested Duties For The Instructional Aide		**Did this on their own	Did this very well	Did this adequately	Did this poorly	Could not do this at all	**Did this when requested to do so	Would not do this
1. Set up displays and bulletin boards.	1.	29	26	9	1	3	11	
2. Organize reading and supplementary materials.	2.	4	20	15	1	4	18	
3. Distribute and collect books and other materials	3.	10	22	7		1	17	
4. Read stories to children or listen to children read. (no teaching involved)	4.	14	17	12		5	16	
5. Coach a play	5.	4	6	5		6	10	
6. Bring a group of children to the library or some other facility in the school.	6.	8	22	5	1		14	
7. Help children find reference material.	7.	6	14	8		3	14	
8. Provide a link with the community. the fireman) Use in the the policeman) classroom speakers-film) if possible.	8.	11	14	5	2	2	10	
9. Act as a direct assistant in certain lessons where help is needed. penmanship lesson group work art project (papier machi!) (frieze)	9.	7	35	3	1	3	16	
10. Procure and operate visual aids.	10.	4	14	11	5	3	18	
11. Check library for available reference material related to curriculum.	11.	3	15	9		1	17	
12. Be available at lunch-time and during play periods	12.	13	30	6	1	2	14	
13. Collect money for Red Cross, Community Chest, etc.	13.	14	21	2	1	1	19	
14. Take attendance, prepare truant slips.	14.	6	16	5		2	10	
15. Assist with auditorium programs.	15.	10	10	3		1	10	
16. Duplicate material.	16.	31	30	8		1	19	
17. Assist in the administering of tests. (proctoring)	17.	5	16	4	1		12	
18. Assist the teacher to mark papers.	18.	10	28	5	3	1	20	

* Reports received from 25 schools with responses from each school varying in number. Total number of responses for each area of the checklist from the 25 reporting schools was obtained.

** In order to understand how the instructional aide was rated, in regard to this item, we must qualify its phrasing. The teacher could and should have interpreted this item in terms of how he or she made assignments to the instructional aide. For example: the teacher would probably check this item if he only wanted the instructional aide to carry out her duties after she received an assignment from him. However, he would probably check the item "does this on her own", if he allows the instructional aide to carry out certain duties on her own without his actually directing her to do these tasks.

Title of Project (12) Data Processing Training for Eligible Senior High School Students

Project Dates: September 7, 1966 to June 16, 1967

Project Description:

Data processing was taught to eligible 12th grade students. Facilities were available at our Camden High School and Woodrow Wilson High School. Below is a general outline of the course content:

1. Punch Card Data Processing--IBM card punch system of recording numerical and alphabetic information on a punched card.
2. Key Punching--Manual and program control operation of a IBM 024 Key Punch.
3. Sorting--basic operation of a 82 sorter including:
   a. Numerical sorting
   b. Alphabetic sorting
   c. Block Sorting
   d. Multi-Field Sorting
4. 402 Accounting Machine--basic operation and wiring as follows:
   a. Wiring to print numerical and alphabetic information
   b. Wiring for addition

Evaluation Technique

1. Classroom tests were written locally by the data processing instructors and administered to the students. The testing program developed included:
   a. Periodic testing on each machine (attached)
   b. Final test included questions and problems from all material presented (attached)
   c. Practice problems completed during the regular class period are as follows:
      1. Problems on Key Punch programing
      2. Sorting problems
      3. Wiring problems

ANSWER THE FOLLOWING:

1. How many card columns on a card?

2. How many punch positions in each column?

3. a. How is a letter of the alphabet punched in a card?

   b. A number?

4. What is a card field?

5. With a blank card on the program control drum:

   a. What will be punched with the star wheels down?

   b. With the star wheels up?

6. With a program card on the control drum, how do you place the machine under program control?

7. What key do you use to punch the following zones:

   a. 12 zone

   b. 11 zone

   c. 0 zone

PROBLEM:

Prepare a program card for the following Payroll Master Card:

cc 1-5 Employee Number-----Numerical
cc 6-20 Employee's Name-----Alphabetical
cc21-29 Social Security Number----Numerical
cc30-31 Tax Code-----Numerical
cc32-33 Occupation code----Numerical
cc34-40 Rates-----Automatic duplication of numerical field
cc76-80 Date hired-----Numerical

Test Sorting

Name____________________

I.

1. How many pockets does a sorter have? __________

2. Name the pockets from left to right.

 ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

3. State the rules for sorting a numerical field.

 ____

 ____

 ____

4. State the rules for sorting an alphabetic field.

 ____

 ____

 ____

5. A sorter reads all 80 columns at one time. True False (Circle)

6. If you were sorting an alphabetic field of 10 card columns, the card would have to be passed _____ times through the sorter to complete the sort.

7. If you were block sorting a numerical field of three card columns, the cards would have to be passed ______ times through the sorter to complete the sort, if on the first sort pockets 9, 7, 6, 5, 0 contained cards. (Your answer should not include the 1st sort)

8. If the column indicator is set on column 63, what column will be sorted? ___________

____

II. Explain how you would sort the following fields. Name the order the columns would be sorted, and what they would be sorted for. (digit or zone)

1. Sorting a numerical
1. Multi-field sort of a numerical field.

Major	Intermediate State	Minor City
cc 19-20	cc 21-22	cc 23-24

Answer 1.____________________
2.____________________
3.____________________
4.____________________
5.____________________
6.____________________
7.____________________
8.____________________
9.____________________
10.____________________
11.____________________
12.____________________

2. Alphabetical sort of product description cc 15-20

1.____________________
2.____________________
3.____________________
4.____________________
5.____________________
6.____________________
7.____________________
8.____________________
9.____________________
10.____________________
11.____________________
12.____________________

III. Name the pockets that would have cards in them under the following selection switch settings. (Name pockets from left to right)

Situation 1. All number buttons out, red button out. Answer

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

Situation 2. All number buttons out, red button in.

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

Situation 3. Number 5 button out, all others including red button in.

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

Situation 4. Numbers 9, 3, 2, buttons out, all others including red in.

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

Test on the 402 Accounting Machine

I. Fill in the blank.

1. There are ________ type bars on a 402 Accounting Machine.

2. ________ Columns (number) are read at 2nd. read and ________ columns are read at 3rd read.

3. ________ read is the work station.

4. ________ read is the recognition station.

5. When one line of information is printed for each group of cards passing through the 402, it is called a ________________________ report.

6. ________ read in a 402 reads zones for alphabetic printing.

7. There are ________ counter wheels in a six wheel counter.

8. Uneven numerical type bars contain 0-9 and ________.

9. Alphamerical type bars contain________ and ________.

10. A hub which emits an impulse is called a ________ hub.

11. Two hubs internally connected, and indicated 0-0 on the panel, are called ________ hubs.

12. All read hubs are ________ hubs

13. A group of hubs, indicated 0-0-0-0, that are used to expand the panel are called ________ hubs.

Test on the 402 Accounting Machine

True and False (circle the correct answer)

T F 1. The color of the wire indicates the length of the wire.
T F 2. You can print alphabetic characters on any of the 88 type bars.
T F 3. When selecting a counter always use a counter one position lower than the field going into it.
T F 4. Counter wheels are divided into groups of 3, 6, and 9.
T F 5. Entry hubs are used to pick up an impulse.
T F 6. Common hubs can be exit or entry hubs.
T F 7. To make the 402 print a detailed report you must wire from card cycle to list on the panel.
T F 8. A counter will always final total.
T F 9. When you desire to take an impulse two places, you can use a split column connector.
T F 10. Jack plugs are used when two hubs are located side by side.
T F 11. Wiring from 2nd, read to the type bars will print an alphabetic character.
T F 12. Five wires are needed to print a numerical field consisting of five card columns.
T F 13. There are three read stations in a 402 Accounting Machine.
T F 14. Eight wires are required to print an alphabetical field of five card columns.
T F 15. Wire into the counter entry hubs and out of the counter exit hubs will make the counter add.

The following is the report we desire to print:

CUSTOMER NUMBER	DESCRIPTION	QUANTITY	UNIT PRICE	AMOUNT
				FINAL TOTAL

Diagram the following:

1. Customer number cc 1-5 to ATB 1-5
2. Description cc 34-50 to ATB 11-26
3. Quantity cc 31-33 to NTB 21-23
4. Unit Price cc 71-74 to NTB 26-29
5. Add Amount cc 76-80 to NTB 33-40 Use Counter 8-A Final Total

Test on Key Punch, Sorter, and Accounting Machine

Name________________________

Answer the following, place your answer to the left on the question in space provided.

__________ 1. The 402 Accounting Machine has how many type bars.

__________ 2. There are how many card columns on an I B M Card.

3. What key do you use to punch the following zones with the key punch machine in numerical shift.

_____________ a. 12 zone

_____________ b. 11 zone

_____________ c. 0 zone

__________ 4. How many alphamerical type bars are there on a 402 Accounting Machine?

__________ 5. How many pockets does a sorter have?

__________ 6. How many columns does the 402 read at 3rd read station?

__________ 7. How many columns does the 82 sorter read at one time?

__________ 8. What does the color of the wire indicate? (the wires for the 402 panel)

__________ 9. There is how many read stations in the 402 Accounting Machine?

__________10. a. What is a split column connector used for?________

_____________ b. What could be used in place on a split column connector?

__________11. Which station in the 402 read zones for alphabetic printing?

__________12. Which read station in a 402 is the work station?

__________13. Which read station is used to recognize coded cards?

__________14. Where are the number type bars located on a 402? (Left or right)

__________15. An uneven numerical type bar would have an asterisk or a credit symbol.

__________16. What type of hub emits an impulse?

__________17. Read hubs are what type of hubs?

__________18. What type of hubs accepts an impulse?

__________19. What are two hubs called when they are internally connected?

__________20. What will be punched with the star wheels down and a blank card on the program drum?

Problem I Name the pockets that would have cards in them under the following selection switch settings:

1. All number buttons out, red button out.

2. All number buttons out, red button in.

3. Number buttons 7, 9 out, all other number buttons in, red button out.

Problem II Explain how you would sort the following fields. Name the order the columns would be sorted, and if you would digit or zone sort.

1. An Alphabetic sort of customer's names cc20-26

2. A multi-field sort of a numerical field, date cc30-35. (Month cc30-31, day cc32-33, and year cc34-35)

Name_______________________

Problem III Prepare a program card for the following. (Write out what you would punch in each column of the program card)

Date cc1-6 = Automatic duplication of numerical field

Product Number cc7-10 = Numerical shift

Description of the product cc15-39 = Alphabetic shift

Location cc40-42 = Numerical shift

Unit Price cc45-50 = Numerical shift

Number of Units cc51-65 = Numerical shift

Problem IV The following is the report we desire to print:

CUSTOMER NUMBER	DESCRIPTION OF PRODUCT	QUANTITY	UNIT PRICE	AMOUNT
		Final Total		Final Total

Diagram and wire the following to produce the above report:

1. Customer Number cc30-35 to ATB 1-6
2. Product Description cc1-10 to ATB 15-24
3. Add Quantity cc45-47 to NTB 5-10 (Use counter 6-A)
4. Unit Price cc50-53 to NTB 15-18
5. Add Amount cc65-70 to NTB 38-45 (Use counter 8-B)

The following student* scores appear to be representative of the entire student body enrolled in the Data Processing Program.

	**No. of Students	Grade
	2	A
	10	B
	12	C
	13	D
	16	F
Total	53	

* Score Key A = 72-75
B = 67-71
C = 57-66
D = 49-56
F = 48-7

** Random sample of 58% of entire student body.

2. Comments were made on this project in regard to its effectiveness, needs, etc. Suggestions for improvement of the project were also made.
   a. Fairly successful under present teaching conditions.
   b. Classes were to large to facilitate an adequate teaching situation. With smaller classes, it is believed that student achievement should improve and the subject content could be enlarged to include comparing units, selection, and subtraction on the 402 Accounting Machine. Smaller classes would also permit an opportunity for the students to develop a higher degree of skill on the key punch and possibly gain an employable skill.

Title of Project (13) A Program of Outdoor Education during the summer (6 weeks) for selected students in grades two to six.

Project Dates: July 10, to August 18, 1967

Number of Students Participating: 600

Project Description:

Students from grades two to six who on the basis of being retained at their present grade level and failing in reading and or arithmetic, and also those students promoted on trial with reading and or arithmetic deficiencies, qualified for admittance into an Upgrade Program (Title IIA Office of Economic Opportunity); and an Outdoor Education Program which served as an instructional supplement to the Upgrade Program.

Outdoor education activities were scheduled in four tracks at a camp-site which served as the facility for program activities.

Time	Track I	Track II	Track III	Track IV
10:45	Arts & Crafts	Swimming	Athletics & Games	Nature Study
11:45	Lunch	Athletics & Games	Lunch	Swimming
12:45	Nature Study	Lunch	Arts & Crafts	Lunch
1:15	Athletics & Games	Nature Study	Swimming	Arts & Crafts
2:15	Swimming	Arts & Crafts	Nature Study	Athletics & Games
3:15	Board Buses			

Pupil Selection:

Out of approximately 2400 candidates for the program, 600 with the greatest need were selected. Distribution of classes :

School	Reading	Arithmetic
Cramer (10)	7	3
Cooper's Poynt (10)	7	3
Lanning Square (10)	7	3
Hatch Junior High School (10)	7	3

Program Personnel:

Position	No.	Position	No.
Teachers	40	Kitchen Helpers	4
Teacher Aides	40	Clerks	4
Nurses	2	Reading Specialists	4

Evaluation Technique:

Pupil progress was measured in reading and arithmetic. Of the 600 pupils enrolled in the program 144, based on their test scores and teacher ratings, were recommended for promotion.